



SCHOOL HANDBOOK SESSION 2024 / 2025

P PARTICIPATION
R RESPECT
I INCLUDED
D DETERMINATION
E EXCELLENCE

SCHOOL AWARDS



SUPPORTING HOLOCAUST EDUCATION
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Kelso High School

In recognition of the school's excellence in integrating digital technology into learning and teaching

2022

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WELCOME

On behalf of the staff and young people of Kelso High, I extend a very warm welcome to all newcomers to our school.

There is a long tradition of education in Kelso dating back to the twelfth century and the monks of Kelso Abbey. Throughout this long history, Kelso has enjoyed a reputation for high standards in education. Our ultimate aim is to develop the full potential of all our young people. Our success stems from the way we value every young person by providing them with the knowledge, skills and confidence to meet the challenges of our ever changing world. We do this in an atmosphere which is happy, purposeful and productive. Prominence is given to the quality of relationships between staff and young people as well as academic achievement.

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

In November 2017 Kelso High moved into a brand new state-of-the-art building. The school roll at the start of Session 2024/25 was 595 pupils.

Our success depends to a very large extent on the co-operation and involvement of parents who are encouraged to take an active interest in the work and life of the school. Parents are encouraged to consult with myself or senior staff about the progress and welfare of their children.

May I wish you a happy and successful time as part of the Kelso High School Community.

Jill Lothian

Head Teacher

HISTORY OF THE SCHOOL

There is a long tradition of education in the Kelso area dating back to the Twelfth Century. Records show that there was a Grammar School in the old burgh of Roxburgh in 1152 run by the monks of Kelso Abbey. This became Kelso Grammar School after the reformation. In 1156, the Grammar School is mentioned as one of the four principal schools in Scotland. The first official mention of Kelso Grammar School was in 1560 when it was recorded that "pupils lay prone on earthen floors covered by straw or rushes, using a slate for drawing or writing". The school was run under the auspices of the Kirk Session and the minutes of the Kirk Session record some fascinating details about the school until the late 19th Century. The school taught boys only from the age of 7 years of age and charged fees. The children were taught in a loft above the Parish Church which had been established in the ruins of Kelso Abbey. In 1670, a new school building was opened and this was further extended in 1780. However, by 1870, the school was described as "dilapidated, dingy and dirty". It closed in 1873. These buildings were all located close to the site of the Abbey.

The "old" Kelso High School was established in 1878 in "a handsome red sandstone edifice". In 1908 playing fields were required for the school at Orchard Park running to the extent of 9 acres, the field was mainly used for cricket but included rugby and hockey pitches and a tennis court. A changing pavilion was erected on the site. The school charged fees and the numbers attending were not large. In 1919, following the First World War the school came under control of the Education Authorities and the numbers attending the school exceeded 200.

The school moved to its site in Bowmont Street in 1939. The building was specially designed by Edinburgh Architects Reid and Forbes and was listed by Historic Scotland as a building of outstanding architectural interest. The numbers attending the "old" Kelso High School reached a peak of 888 in 1981.



The new Kelso High School on Angraflat Road to the north of Kelso replaced the old Kelso High School in November 2017. The school has an overall building area of 9,220sqm and is a fit for purpose school which supports delivery of the Curriculum for Excellence and provides flexible accommodation to meet the needs of pupils and staff. The school includes two grass pitches, 1 synthetic pitch, 1 synthetic sprint running track with overrun area and 3 tennis courts. The grass pitches have been oriented to allow a summer grass running

track to be lined. There is parking for 60-70 staff/visitors and approximately 6-7 services buses. The design of the new school maximises sustainability features and ensures revenue costs are minimised into the future. The new school can meet the increased demand predicted through an increase in the local population with capacity built in to meet future demand anticipated through increased new housing development.



Kelso High School is one of nine Secondary Schools in the Scottish Borders. It is a co-educational Comprehensive School catering for pupils ranging from 11 to 18 years old.

The school enjoys good links with the local community. It is very well supported by both parents and others in the area who are proud of their local school. The Parent Council works hard in a variety of ways to support the school.

THE SCHOOL BADGE

The school badge is based on the Coat of Arms of Douglas of Springwood, an estate just across the river Tweed from Kelso. The badge records an incident that occurred during the Scottish Wars of Independence, 1280 - 1320. The leader of the Scots, King Robert the Bruce, having successfully gained Scottish independence from England, was keen to go on the crusades to the Holy Land. However, ill health prevented this and he died in 1329. He made his close ally, Sir James Douglas, promise to take his heart to the Holy Land after his death.



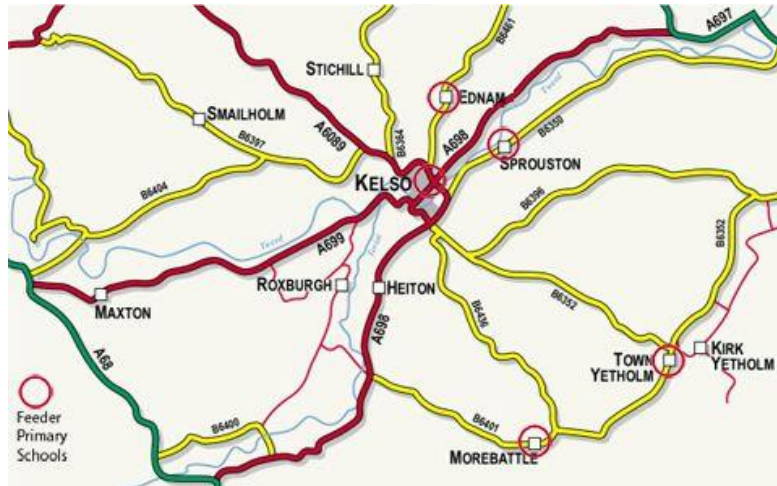
After he died, Bruce's heart was wrapped in lead and placed in a silver casket. Douglas, together with some followers, set off to fight in the crusades. They landed at Seville in Spain and joined the fighting there. Douglas was killed in battle at Zebas de Ardales on 25th March 1330. His body and Bruce's heart were brought back to Scotland and Bruce's heart was buried at Melrose Abbey.

In recognition of this deed, the Douglas' were awarded the Coat of Arms with the heart and crown symbolising Bruce's heart. The motto 'Doe or Die' commemorate Bruce's rallying cry to his troops "let us do or die" before the Battle of Bannockburn in 1314 and immortalised by Robert Burns in his famous song Scots Wa' Hae. The badge was adopted by Kelso High School when it was founded.

CATCHMENT AREA

Pupils come to Kelso High School from the town of Kelso, the villages of Ednam, Eckford, Heiton, Stichill, Smailholm, Sprouston, Morebattle, Roxburgh, Yetholm and the rural hinterlands.

Kelso High School is in the Cheviot Learning Community and has 6 cluster primary schools: Broomlands and Edenside in Kelso; Ednam, Morebattle, Sprouston and Yetholm.



SENIOR LEADERSHIP TEAM



Mrs Jill Lothian
Head Teacher



Mrs Alison Wilson
Depute Head Teacher



Mrs Lorna Changleng
Depute Head Teacher



Mrs Julie Kerr
Cluster Business Manager

GENERAL CONTACT DETAILS

Telephone Number
01573 227440

Website
www.kelsohighschool.org.uk

Facebook
www.facebook.com/KelsoHighSchool

Address
Kelso High School
Angraflat Road
Kelso
TD5 7NL

KHS STAFF

TEACHING STAFF

ENGLISH & RMPS

Mrs B Cameron-Lyle (PT English & RMPS)
Miss N Mallon
Mr C Holmes
Mr B McAndrew
Mr A Charlton

MODERN LANGUAGES

Ms G Scott-Larsen (PT Modern Languages)
Miss S Boufi
Ms J MacLennan
Ms D Mackenzie

MODERN STUDIES

Ms F James (PT Social Subjects & Business)
Mr T McColm
Mr C Rutherford
Ms C Curran Antosik
Mr G Dalziel
Miss N Marshall
Mrs L Fisher

MATHEMATICS, COMPUTING & CDT

Mr A Dickson (PT Maths, Computing & CDT)
Mr N Hamilton
Mrs F Weatherston
Mr J Hannaway
Mr O Ibiyemi
Dr G Warner
Mr A Martin
Mrs C Poole

PASTORAL

Mr A Connell	Bowmont
Mr T Angus	Kale
Miss E Roden	Teviot
Ms S Middleton	Pastoral Support Assistant - Bowmont
Mrs N Shewan	Pastoral Support Assistant - Kale
Ms L Paterek	Pastoral Support Assistant - Teviot

SCIENCE

Mrs C Everett (PT Science)
Mrs N Robertson
Dr D Robertson
Mrs J Fortune
Dr B Barrie
Mr G Walkup

EXPRESSIVE ARTS

Miss A McCreadie (PT Expressive Arts)
Ms J Bonnar
Mrs C Millar
Mr J Borthwick
Miss C Riley

PHYSICAL EDUCATION & HOME ECONOMICS

Mr K Brown (PT PE, HE & Sport)
Mr M Gordon
Mrs K Cairns
Miss C Rout
Miss K Stevens
Mrs H Hinnigan
Mrs T Lawson

SUPPORT FOR LEARNING

Mrs E Dyer (PT Support for Learning)
Mrs A Sztando-Sroda
Miss C Ward
Ms L Burn

SUPPORT STAFF

Office

Miss S Cowe (Admin Assistant)
Mrs M Douglas
Mrs A Wilson

Reprographics

Mrs C Malcolm

Technicians

Mrs C Butler (Science)
Miss S Reap (Science)
Vacancy (IT)
Mr B Pratt (CDT)

Additional Needs Assistants

Ms B Bradbury
Miss L Dunn
Mrs M Heatlie
Mrs C Renton
Mrs S Utterson
Mrs M Waldie
Mrs A Whitson
Ms J Mallinson

Youth Workers

Mr J McLeod

CLD

Ms L Rawlins

Janitors

Vacancy (Head Janitor)
Mr J Watmore

Head Cook

Mrs L Wood

Home School Link Worker

Mrs P Douglas

DYW

Ms S Ballantyne

Careers Advisers

Ms J Pollock
Ms N Pasquel

Quarriers

Ms L McDevitt

Other Specialist Staff

Ms Donna Nicholls (Spectrum Support)
Ms Liz Scarpa (Bilingual Support Teacher)

THE SCHOOL DAY

School starts at 8.50am and finishes at 3.45pm each day except for Friday when the school finishes at 1.20pm. A five-minute warning bell is rung at the start of the morning and afternoon sessions.

The times are as follows:

Period	Monday - Thursday		Period	Friday
8.45 a.m.	Warning Bell		8.45 a.m.	Warning Bell
Registration	8.50 – 8.55		Registration	8.50 – 8.55
1	8.55 – 9.45		1	8.55 – 9.45
2	9.45 – 10.30		2	9.45 – 10.30
Interval	10.30 – 10.45		Interval	10.30 – 10.50
3	10.45 – 11.35		3	10.50 – 11.40
4	11.35 – 12.25		4	11.40 – 12.30
5	12.25 – 1.15		5	12.30 – 1.20
Lunch	1.15 – 2.05		END OF SCHOOL DAY	
Warning Bell	2.00 p.m.			
6	2.05 – 2.55			
7	2.55 – 3.45			

ATTENDANCE

The attendance rate at Kelso has always been very high and is better than the national average. Unauthorised absences, which include family holidays, are lower than the national average. Attendance is checked every period.

The school operates a system called Groupcall whereby a message is sent to a parent to alert them if their child has not arrived at school in the morning and we are not aware of the reason for this. It is, therefore, important that you telephone the school, before 9.15am, to inform us if a child is going to be absent.

We expect pupils who have been absent from school to make every effort to catch up on the missed work on their return. If this might prove to be difficult, parents should contact the Pastoral Teacher, who may be able to arrange for some additional support.

While we do not encourage parents to take children on family holidays during term time, we recognise that there are occasions when this is unavoidable. Regrettably, we are unable to authorise such absences other than in truly exceptional circumstances. Parents should advise the school of planned absences in writing.

Scottish Borders Council have published an updated Attendance Policy and guidance for 2024 which can be found here: <https://www.scotborders.gov.uk/schools-learning/attendance>

COMMUNICATION

Good communication between home and school is an essential component of a good educational experience. A Bulletin of information is published daily and is discussed with pupils during the registration period. A Weekly Update is emailed to all parents and is available on the website every Friday during term time. In addition, letters are sent out to appropriate parental groups concerning exam arrangements, parents' evenings and other events in the school. The school also publishes a School Improvement Report each September. This reviews the work of the school over the past year. Groupcall is also used to inform parents of emergency school closures, confirm dates of parents' evenings and any relevant school information which needs to be relayed to parents quickly. All parents are encouraged to supply the school with an up to date e-mail address as use of e-mail to communicate letters home is more efficient and reduces costs and wastage.

There is a School website: www.kelsohighschool.org.uk which contains information about the school, course details and materials and school news. We also encourage all our parents and community to download the Groupcall Xpressions App, which allows parents to send messages in to the School to report any absences.

COMMENTS, COMPLIMENTS AND CONCERNS

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, by e-mail, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you would like to report a concern about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

PARENT COUNCIL

Parents are always welcome to contact the school with queries or items for discussion. Normally, the first point of contact should be the child's Pastoral Teacher.

The Parent Council was formed on 10th September 2007 in line with the Scottish Schools (Parental Involvement) 2006. It has replaced the former School Board and PTA. The Parent Council is made up of parents, staff, pupils and representatives from the community.

The Parent Council is all about

- **representing your views**
- **encouraging links between the school, parents, pupils and the wider community**
- **supporting the school in its work with pupils**
- **keeping you informed**
- **fund raising**

The Parent Council will meet once each term and have an annual AGM. All parents are welcome to attend the meetings. Please contact any of the following either in person or via the Parent Council e-mail address: pckelsohighschool@scottishborders.npfs.org.uk if you have any questions.

Chairperson	Mrs Harriet Campbell
Vice Chairperson	Mrs Leri Payne
Clerk/Treasurer	Miss Suzanne Cowe

School Representatives

Jill Lothian (Head Teacher), pupil representatives and staff representatives.

Community Representatives

Scottish Borders Councillors for Kelso, Provost Gavin Horsburgh, Kelso Churches Together Rep, Cluster Primary Chairperson Reps.

You can access the Parent Council page on the school website using the following link:

www.kelsohighschool.org.uk/parent-council

SCHOOL ENROLMENT & PLACING REQUESTS

Secondary School Enrolment

If your child is moving from primary to secondary school in August each year you will receive details of the local catchment school from their current primary school.

Placement Requests

If you want to send your child to a school that is outwith your catchment area this is called a placement request. If you choose to make a placement request you **must** also make contact with your catchment school so that they can reserve a place for your child in the event that your placement request is refused. Further information and online forms are available by following the link below to the Scottish Borders Council website.

More information

To find out more you can:

- Contact your local school
- Visit Scottish Borders Council online at:

[Apply for a school place | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/apply-for-a-school-place)

CHILDREN & YOUNG PEOPLE'S SERVICES

Council Headquarters

Tel: 01835 825108

TRANSITION INFORMATION

Arrangements for the transition of Primary 7 pupils to Kelso High School begin in early December each year. This involves primary pupils visiting the High School and meetings between primary and secondary staff to make that that we have all the essential information about each youngster.

In May / early June each year, the Head Teacher and Pastoral staff visit each primary school to speak to the youngsters about joining the High School and there is a three day visit in June each year. An Information Pack for parents is issued during these visits so please ensure you ask your youngster to show it to you.

The three day visit normally takes place in the second week of June and the youngsters will, as far as possible, follow their normal timetable. They will be given the opportunity to meet senior pupils and get to know their Pastoral Teacher. Past experience has shown that, by the end of the three day visit, the youngsters are much more confident and are looking forward to joining the High School.

On the evening of the last day of the three day visit, we hold an Information Evening for all parents of P7 pupils. The main purpose of the evening is to welcome you to Kelso High School, to let you meet Senior staff and your youngster's Pastoral Teacher. There is also time set aside for you to explore the school.

PARENTAL INVOLVEMENT

Supporting Learning at Home

Kelso High school welcome parental involvement as research has shown that when parents are involved children do better in school.

Education Scotland have a helpful website for parents. You can access this via this link: [Learning at home | Parent Zone \(education.gov.scot\)](https://www.education.gov.scot/parent-zone)

Parental Representation

At Kelso High School parents are represented in many ways. The main way is through the Parent Council. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with the school.

All parents / carers are automatically members of the Parent Council at this school. As a member of the Parent Council all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

Support for Parents

In order to support parents we provide you with as much information as possible to keep you involved in your child's learning.

Parents receive the following communications throughout the session:

- a. calendar of key dates and events
- b. tracking & monitoring reports
- c. various Parent information Evenings during the course of the year

There will also be a range of other communications dealing with particular issues as they arise, whether of a curricular, extra-curricular or emergency nature.

SCHOOL ETHOS

At Kelso High School our vision is ambitious, challenging and ongoing and reflects the needs of our community and the expectations stakeholders have of our school. By sharing our vision and values we seek to gain the collective commitment of all staff, pupils, parents and the wider community to ensure that our young people develop the necessary skills for life, learning and work.

Our Shared Vision

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning

Kelso High School educates the whole child and the skills of resilience, collaboration and independence are developed and nurtured within all of our pupils. Pupils making excellent progress in all areas of their development, academic and social, lies at the heart of our vision and this is achieved through a focus on academic excellence and challenge in the classroom, as well as a true commitment to offering our young people the broadest range of vocational and extra-curricular opportunities both inside and outside of school.

Our Aims

- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance and ambition.

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:



SCHOOL ORGANISATION

On first joining the school each pupil is allocated a Pastoral Principal Teacher. This teacher will monitor the pupil's general welfare and progress throughout school. New pupils and parents will be introduced to the Pastoral Teacher before starting school. The Pastoral Teacher should be the first point of contact in the school for parents wishing to discuss any issue.

Pupils are placed in teaching groups which are mostly made up of mixed ability groups in First Year. Thereafter the composition of teaching groups will vary depending on the needs of the pupils and the subject.

Class groups vary in size depending on the subject taught. In non-practical classes the maximum class size is 33. In practical classes the number does not exceed 20.

The school is divided into three Houses. Pupils with the same Pastoral Teacher are placed in the same House.

House Structure is as follows :

	Bowmont (Red)	Kale (Dark Blue)	Teviot (Yellow)
Pastoral PT	Mr A Connell	Mr T Angus	Miss E Roden

Each Pastoral Teacher also has additional responsibilities as outlined below:-

Mr T Angus	P7 Transition, PSE, Quality Assurance
Mr A Connell	Family Learning, S6
Miss E Roden	DYW

PASTORAL ENTITLEMENT

The school has an agreed Pastoral Entitlement for its pupils. This clearly states the support and help which pupils can expect from the school.

You are entitled to

- ☺ The same Pastoral Teacher for all family members where possible
- ☺ The same Pastoral Teacher throughout your school career where possible
- ☺ PSE taught by your personal Pastoral Teacher where possible
- ☺ Your Pastoral Teacher as the first point of contact for parents and professional agencies
- ☺ Your Pastoral Teacher maintaining records of your progress throughout school
- ☺ Your Pastoral Teacher receiving and storing copies of all correspondence concerning you handled by the school
- ☺ Your Pastoral Teacher providing reports and references for you on behalf of the school
- ☺ Your Pastoral Teacher attending meetings convened to discuss you
- ☺ Support with personal and curricular matters from your Pastoral Teacher
- ☺ The opportunity to make an appointment to talk to your personal Pastoral Teacher when requested
- ☺ Your Pastoral Teacher providing other staff with information about special circumstances
- ☺ Help from your Pastoral Teacher with compilation of Pupil Profile
- ☺ Discussions with your Pastoral Teacher following behaviour / Progress Referrals

At particular stages pupils are entitled to the following:

P7

- Information about Kelso High School provided in the Information Booklet
- Visit to Primary School by Head Teacher and Pastoral staff as appropriate

- Good transfer of information, both academic and social, between Primary School and High School
- A three day visit to the High School
- Meetings with Pastoral staff during the three day visit
- Opportunity for informal parental meetings with Pastoral staff during the P7 Parents' Evening

S1 – S3

- Learning conversations following tracking / reports
- Help with setting and monitoring of targets
- Advice and assistance with choice of course procedures

S4 – S6

- Targeted support if leaving school
- Preparation and debrief for Work Experience
- Advice and support with Choice of Course procedures
- Support with UCAS, College and job applications
- Providing UCAS, College and job references

SUPPORT FOR LEARNING

In line with Kelso High School's Pastoral and House systems, the Support for Learning Department has a Key Teacher for each House. Pupils with Additional Needs are introduced to their Key Teacher at transition to S1 from Primary School. This support continues throughout the youngster's schooling at Kelso High School. Youngsters can approach their Key Teacher with any issues they may face, just as they can their Pastoral Teacher.

The Key Teacher liaises regularly between Parents, Pastoral staff, teaching colleagues and the Support for Learning Team to ensure the needs of the Young Person are met.

The Key Teacher arranges regular opportunities to review the support, these reviews sometimes include Associated Partner Agencies (e.g. Educational Psychologist, Spectrum Support, Teacher of the Visually Impaired etc.) involved with supporting the young person.

Department staff are involved in supporting the learning of all pupils in mainstream classes and in providing behaviour support for pupils with social, emotional and/or behavioural difficulties. Pupils with significant learning needs have individualised learning programmes that involve inclusion with mainstream teaching groups. In addition some pupils may benefit from individual or small group teaching in the Support for Learning Department. Depending on the level of need, some pupils benefit from more focused 1:1 work with our partner agencies - this can include Speech and Language Therapists, Occupational Therapists, Alternatives to Exclusion etc.

Some pupils may require Readers/Scribes or other support in order to achieve their full potential. Such pupils will receive support as needed and if evidence of benefit is clearly documented, may be eligible for support in class tests and exams.

CURRICULUM

Courses in S1 – S3 follow Curriculum for Excellence guidelines defined by the Scottish Government. These guidelines are the same as those used in Primary Schools so the work in S1 – S3 will follow on closely from the work completed within our Primary School and will be assessed similarly. Most work across our subjects in Kelso High School in S1 – S3 is aimed at the Third Level experiences and outcomes and progresses to the Fourth Level and beyond as appropriate.

The diagram on the following page shows how the areas taught in Primary School are linked to the subjects taught in S1 – S3. Each of the subjects studied links closely to a curricular area already studied in Primary School. While the names of the subjects may be new, the work should be very similar. Home Study tasks will be set by the Class Teacher at appropriate times throughout the session.

S1 pupils will be also be timetabled for two periods a week for Project Based Learning. These projects will develop Meta skills and support learning across the curriculum. Also within S1 our pupils will have two periods of Literacy Interdisciplinary Learning along with two periods of Numeracy Interdisciplinary Learning. This addition the timetable provides our learners to use their literacy and numeracy skills and knowledge in unfamiliar context.

In S2 there will be an Elective option for two periods per week where pupils can choose to study different aspects of a subject.

S3 is the final year of the Broad General Education. It should continue to lay solid foundations before moving on to the senior phase and national qualifications. At Kelso High School we recognise that choice is motivating for young people. At the end of S2, students will select specialisms to study in S3. Specialisms are our way of keeping a broad curriculum whilst allowing young people the opportunity to explore discrete subjects in more depth. By doing this we feel they will be better informed to choose which subjects they wish to take forward to study to qualification level in S4 and beyond. As well as 7 specialisms, pupils will study English, Maths, Core PE, Core RME and Health & Wellbeing.

In S3 there will be a Skills option for two period per week where pupils can choose to a variety of course e.g. rural skills, engineering, environmental science and Duke of Edinburgh

The Senior Phase curriculum for S4/5/6 is aligned allowing the opportunity for more subjects to be offered.

All S4 pupils will study English and Maths and four other subjects. In addition, there are core activities of PE, PSE and Faith and Philosophy.

In S5 and S6 pupils will follow courses at the appropriate level, e.g. National 3/4/5, Higher and Advanced Higher, Skills for Work qualifications and online learning. In addition there are core activities of PE and PSE. Within Kelso High School, our S4/5/6 are timetabled as one cohort. This allows us to offer greater variety along with our young people selecting courses based on ability and interest rather than age.

Further information can also be found by following the undernoted links:

ParentZone: <https://education.gov.scot/parentzone>

Education Scotland: <http://www.education.gov.scot>

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

Curricular Area	S1	S2	S3
Expressive Arts	Art Music	Art Music	Choice of: Art Fashion & Textiles Music or Music Technology
Health & Wellbeing	PE	PE	PE
Languages	English French German	English French German	English Choice of: French or German
Mathematics	Mathematics	Mathematics	Mathematics
Religious & Moral Education	RMPS PSE	RMPS PSE	RMPS PSE
Sciences	Sciences	Sciences	Choice of: Biology Chemistry Physics
Social Studies	Social Subjects	Geography History Modern Studies	Choice of: Geography History Modern Studies
Technologies	Computing CDT Home Economics	Computing CDT Home Economics	Choice of: Business Studies Computing Engineering Science Manufacturing Skills Home Economics
Other	Project Based Learning IDL Numeracy and Literacy	Option Choice	Choice of 1 further options from list above along with a Skills choice

PERSONAL AND SOCIAL EDUCATION (PSE)

All pupils receive one period of PSE per week. Wherever possible, this is delivered by pupils' own Pastoral Teachers.

The course aims to help young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

In particular it helps young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

In S5 pupils have the opportunity to take part in a range of Peer Education projects or the Sports Leadership award scheme.

SEXUAL HEALTH AND RELATIONSHIPS

All schools are expected to provide sexual health and relationships education. The Scottish Government has produced guidance for local authorities and schools. This requires that sexual health and relationships education should present facts in an objective, balanced and sensitive manner within a framework of sound values.

Schools are expected to:

- ❖ make sure that sexual health and relationships education takes account of each child's age, understanding and stage of development
- ❖ work in partnership with parents
- ❖ have simple, direct procedures in place for parents to raise concerns
- ❖ have a method of consulting with pupils
- ❖ respect the different cultural, ethnic and religious environment of the home
- ❖ respect the different home circumstances and needs of all young people

In Kelso High School, Sexual Health and Relationships Education is taught as part of the PSE Programme. In line with Curriculum for Excellence Parents may request details of course content and materials used when dealing with these issues. Any parent wishing to see the course outline and materials should contact their child's Pastoral Teacher.

CHILDREN'S HEALTH

Helping your Child to Grow, Learn and Play

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

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

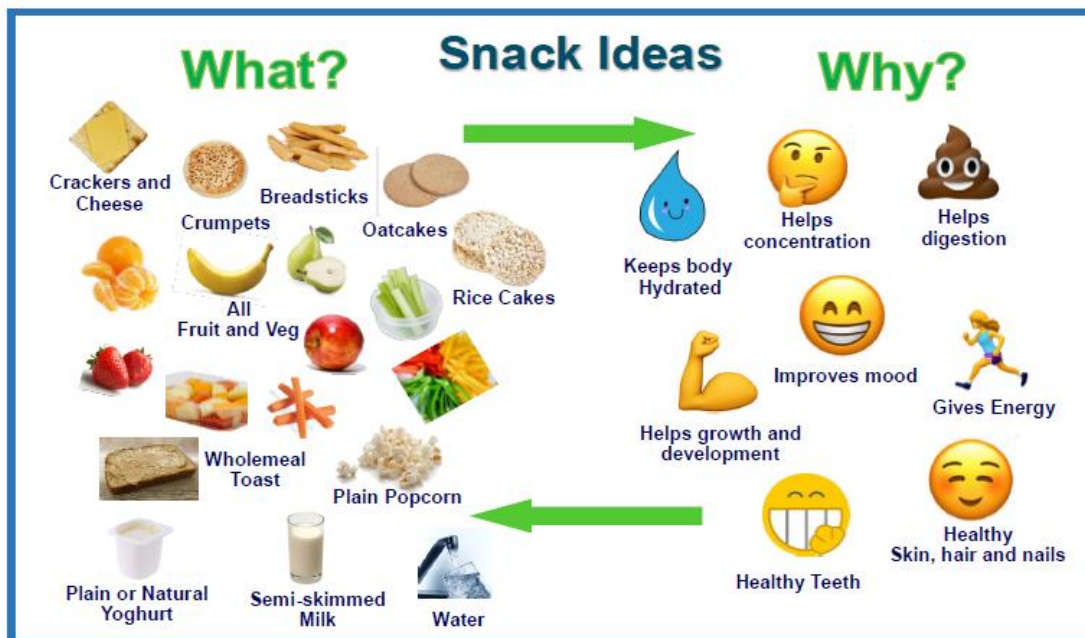
Top Tips for Eating Well, Feeling Good and Being Active

- Eating Breakfast gets the day off to a good start
- Enjoy a variety of foods and eat together when you can
- Eat plenty of fruit and vegetables
- Limit food and drinks high in sugar, fat and salt, especially at snack time
- Be mindful of portion size
- Eat 3 meals a day with healthy snacks in between

- Brush your teeth at least twice a day – “spit don't rinse”
- Register with a local dentist
- Ask your dentist about fluoride varnish

- Enjoy being active everyday
- Reduce time spent on phones, tablets, computers and watching T.V

- Think of the 4 B's - Bath, Brush, Book and Bed to encourage a good sleep routine



Keep Hydrated - Hydration helps improve concentration, mood and digestion

- Offer 6-8 cups of fluid a day
- Water or semi skimmed milk are best and will not damage teeth
- Bottles used in class should be filled with **plain water only**



Scottish Borders



Fit4Fun Families



Fit4Fun Families

Fit4Fun Families is a free family focused healthy lifestyle programme which offers practical tips to help support children, young people (0-18 years) and their families, eat well and be active

We can support you to make positive lifestyle changes and work with you to identify specific goals that you would like to achieve

Service user feedback:

"We have really enjoyed the Fit4Fun Families programme. It was arranged at a time that was convenient so we could both participate. Sessions have been fun and informative and at a level that suits the age of any child"

"We have learned a lot over the past few weeks, which has been fun and helpful. We've been keeping up with the goals that we set. We would highly recommend Fit4Fun Families to any parents/carers looking to know about how to eat healthily with their kids"

Scanning the QR code below with your smartphone or typing in the link will take you to our Fit4Fun Families website

Here you can find helpful resources for all families on how to eat well, be active and feel good

www.nhsborders.scot.nhs.uk/child-healthy-weight-service-fit4fun-families



If you would like to find out more, please contact us on:

Tel: 01896 826447

Email: Child.HealthyWeightService@borders.scot.nhs.uk

You can self-refer into our programme or if you prefer you can speak to your GP, Health Visitor, School Nurse or another health professional

MEDICATION

Please inform the school if your child is on any medication. If prescribed medication requires to be administered during the school day the parent must bring the medication into the School Office and complete a consent form. Alternatively parents/carers are welcome to come into school and give medicine themselves if they prefer. Non-prescribed medication i.e. cough bottles and Calpol should not be brought into school and cannot be administered at any time.

If your child needs to use an inhaler it should be kept by themselves, but please let the school know your child has an inhaler. The School Office is able to store inhalers for pupils to use in an emergency/or if their own one has run out. This can be handed in at any time and a consent form would be completed. Please contact the School Office for further information on this.

COUNCIL'S IMPLEMENTATION OF BRITISH SIGN LANGUAGE PLAN

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

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

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

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

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

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

CAREERS ADVICE

Careers Education is an integral part of the PSE Programme at all levels and the school has its own Careers Library, based within the School Library, which is open to all pupils and adult students. This contains books covering a wide range of career and job options as well as University and College prospectuses.

Careers information can also be accessed on the school computer network and pupils are encouraged to research relevant websites including:

<https://www.ucas.com>

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

<https://www.hotcourses.com>

<https://www.planitplus.net>

<https://www.myworldofwork.co.uk>

Education for Work initiatives' also feature in the school's programme of activities and pupils participate in a number of enterprise projects, as well as having the opportunity to complete a Work Experience placement in S4.

Careers Guidance in Kelso High School

This information has been supplied by Skills Development Scotland:

Young people can face difficult decisions about their future. A Careers Adviser from Skills Development Scotland is available at Kelso High School and can help you, as parents or guardians, to support them in their decision making process. Kelso High School has a visiting Careers Adviser who is a professionally qualified expert in the field of vocational guidance and can help your son or daughter to:

- **PLAN** his/her future and explore all the options
- **MATCH** his/her skills and interests to possible careers
- **DECIDE** what to study and what qualifications to aim for
- **FIND** employment and training opportunities
- **INVESTIGATE** entry requirements for jobs and courses
- **APPLY** for jobs and courses
- **USE** a wide range of careers information
- **FIND** out about grants, funding, benefits and finance
- **RESEARCH** sponsorships, working abroad and taking a year out

Individual Careers Guidance Interviews are offered by our Careers Adviser. Parents may make arrangements with the Careers Adviser to attend these meetings. The Careers Adviser also attends selected Parents' Evenings throughout the year and is available for appointments during those evenings.

This includes offering extra support for pupils with special educational needs and attending 16+ Transition meetings from S3 onwards, if required. Pupils who do not require extra support usually see the Careers Adviser formally for the first time in S4, but any pupil can make an appointment.

Skills Development Scotland also supports the Careers Education programme within Kelso High School (which runs from S1 - S6).

If you would like the opportunity to discuss your youngster's future plans, or require up to date information on opportunities in further and higher education, training and employment you can talk to the Careers Adviser:

- at Parents' Evenings in school
- at your son or daughter's careers interview - by prior arrangement
- by appointment - telephone 01896 662443

Skills Development Scotland's aim is to assist young Borderers of all abilities to make a smooth transition from school into further study, training or employment and, in so doing, realise their full potential. This support is available after pupils leave KHS and Careers Scotland provide an all age service so parents can use the services also.

The Skills Development Scotland website has a wealth of careers information:

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

RELIGIOUS, MORAL & PHILOSOPHICAL EDUCATION (RMPS)

Faith & Philosophy is included in the curriculum of all S1-S4 pupils in Kelso High School for one period per week. Local ministers work with staff and pupils throughout the session.

These courses seek to provide a religious and moral education in the broadest sense.

Topics covered include a study of Christianity and other World Religions, along with moral issues such as Medical Ethics and Capital Punishment. Pupils also study critical thinking skills.

Parents who wish to exercise their right to withdraw their child from religious instruction and / or religious observance should contact the Head Teacher to arrange a meeting to discuss alternative arrangements for their child.

INSTRUMENTAL INSTRUCTION

Tuition on certain musical instruments is available in the school. Tuition is provided by withdrawing pupils from normal classes – usually on a rota basis. A charge is made for this tuition in S1-3 though there are exemptions and certificated courses are free from S4-6.

Tuition is continued to those who have already begun tuition in the primary school. Thereafter, vacancies are advertised to pupils and a selection is made after interview and aptitude tests.

Further details are available from the Principal Teacher of Expressive Arts or SBC Instrumental Service.

ASSESSMENT AND REPORTING

Formal reporting to parents and Parents' Evenings form part of the pupils' Personal Learning Planning process, which aims to support effective learning by ensuring that :-

- pupils understand what they are trying to learn and what is expected of them
- pupils are given feedback about the quality of their work and given advice about how to make improvements
- pupils are fully involved in deciding what needs to be done next and know who can give them help if they need it

S1 – S3

Assessment in First, Second and Third Year will take place continuously throughout the 3 years. Assessment will be by the completion of particular tasks or projects; a completed piece of homework; written exercises; class tests and end of unit tests. All assessments will be related to Curriculum for Excellence Outcomes and Experiences criteria.

Tracking Reports will be issued throughout the session, two per year group. Parents are requested to discuss the Reports with their youngster and contact the youngster's Pastoral Teacher if there are any queries or concerns. As a school we are also using our 1:1 devices to share ongoing progress and encourage parent/carers to regularly check iPads for up to date information.

Senior Assessment

The school presents pupils for courses and external examinations organised by the Scottish Qualifications Authority at National 2, 3 and 4 (very few subjects have external exams at these levels), National 5, Higher and Advanced Higher levels. These examinations are held in the months of May and June, although elements of certain courses (e.g. Practical Assessments, Assignments & Dissertations) have to be completed earlier in the year. In National Courses at levels 2, 3 and 4 pupils must pass all Unit assessments throughout the year in order to gain a course award. National Courses and National 5 level and above, pupils must pass the final exam to achieve a course award. The results of the exams are announced in August and members of the Senior Management Team will be available in school at that time to deal with any queries.

In S4, S5 and S6, there is 1 Tracking Reports from Aug-Dec and a further two between Jan-Apr. Parents are requested to discuss the Reports with their youngster and contact the youngster's Pastoral Teacher if there are any queries or concerns. Dates for issue of Reports and for Parents' Evenings are published in the school calendar.

PARENTS' EVENINGS

One full Parents' Evening is scheduled for each year group. In order to give opportunities for feedback and discussion throughout the year, this will not necessarily follow immediately after a Report.

In S4, S5 and S6 an additional Parents' Surgery Evening operates where teachers or parents may request an appointment to discuss areas of concern.

In addition, appointments are available by request or invitation on an evening following the exam diet.

A written invitation to each Parents' Evening is issued along with instructions on how to use the online booking system for making appointments.

The School and the Parent Forum occasionally use the Parents' Evenings as a forum to survey opinions and conduct consultation exercises.

GETTING IT RIGHT FOR EVERY CHILD (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 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your youngster's Head Teacher.

CHILD PROTECTION

Keeping our children and young people safe in the Scottish Borders

Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.

Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update. Many of our staff undertake additional multi-agency child protection training.

Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

The Child Protection co-ordinator for the setting is Mrs Alison Wilson, DHT

[What to do if you have a child protection concern?](#)

It's everyone's responsibility to protect children.

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

01896 662787 (Duty Children and Families Social Work Team)

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

Emergency contact

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

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

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection.

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 www.scotborders.gov.uk/EPS. 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.

YOUNG CARERS

Are you a Young Carer?

A Young Carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of Young Carers do not always identify themselves or wish to be identified.

Young Carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger 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 school's activities therefore missing out on the social aspects of school.

Within Kelso 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.

Young Carers under 18 should contact the Scottish Borders Young Carers Service provided by Action for Children on 01896 750173. Young Adult Carers from around the age of 16 who are beginning to use adult services should contact the Borders Carers Centre.

DATA PROTECTION

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our Data Protection Officer by post at this address, or by email at: dataprotection@scotborders.gov.uk , or by telephone – 0300 100 1800.

Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

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

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The [Scottish Government](#) for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child’s data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full [privacy statement](#) on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this. Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement. We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/ren's educational record up until they reach the age of 25.

Photographs/Videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented. Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days. For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800. However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

You can visit their website for more information <https://ico.org.uk/make-a-complaint/> .

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:

https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1

COMPLAINTS

Scottish Borders Council is committed to providing high-quality customer services. We value complaints and use information from them to help us improve our services. If something goes wrong or you are dissatisfied with our services, please tell us.

What is a complaint?

We regard a complaint as any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

What can I complain about?

You can complain about things like:

- delays in responding to your enquiries and requests
- failure to provide a service
- our standard of service
- council policy
- treatment by or attitude of a member of staff
- our failure to follow proper procedure.

Your complaint may involve more than one council service or be about someone working on our behalf.

Who can complain?

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

How do I complain?

You can complain in person at a council contact centre, by phone, in writing, email or via our complaints form on the council website www.scotborders.gov.uk

It is usually easier for us to resolve complaints if you make them quickly and directly to the service concerned. So please talk to a member of our staff at the service you are complaining about. Then they can try to resolve any problems on the spot.

When complaining, tell us:

- your full name and address
- as much as you can about the complaint
- what has gone wrong
- how you want us to resolve the matter.

How long do I have to make a complaint?

Normally, you must make your complaint within six months of:

- the event you want to complain about, or
- finding out that you have a reason to complain, but no longer than 12 months
- after the event itself.

In exceptional circumstances, we may be able to accept a complaint after the time limit. If you feel that the time limit should not apply to your complaint, please tell us why.

RESOURCES

Council Headquarters

Customer Services

Newtown St Boswells

MELROSE

TD6 0SA

Tel: 0300 100 1800

Email: customerservices@scotborders.gov.uk

What happens when I have complained?

We will always tell you who is dealing with your complaint.

Our complaints procedure has two stages:

Stage One: Frontline Resolution

We aim to resolve complaints quickly and close to where we provided the service.

This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem.

We will give you our decision at Stage 1 in five working days or less, unless there are exceptional circumstances.

If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next. We might suggest that you take your complaint to Stage 2. You may choose to do this immediately or sometime after you get our initial decision.

Stage Two: Investigation

Stage 2 deals with two types of complaint: those that have not been resolved at Stage 1 and those that are complex and require detailed investigation.

When using Stage 2 we will:

- acknowledge receipt of your complaint within three working days
- discuss your complaint with you to understand why you remain dissatisfied and what outcome you are looking for
- give a full response to the complaint as soon as possible, within 20 working days

If our investigation will take longer than 20 working days, we will tell you. We will agree revised time limits with you and keep you updated on progress.

What if I'm still dissatisfied?

After we have fully investigated, if you are still dissatisfied with our decision or the way we dealt with your complaint, you can ask the Scottish Public Services Ombudsman (SPSO) to look at it.

The SPSO cannot normally look at:

- a complaint that has not completed our complaints procedure (so please make sure it has done so before contacting the SPSO)
- events that happened, or that you became aware of, more than a year ago
- a matter that has been or is being considered in court.

You can contact the SPSO:

in person SPSO
 4 Melville Street
 Edinburgh
 EH3 7NS

by post SPSO
 Freepost EH641
 Edinburgh
 EH3 0BR

Freephone 0800 377 7330

Website: www.spsso.org.uk

Details on Complaints Procedure on the Scottish Borders Council website can be found here - https://www.scotborders.gov.uk/downloads/file/585/complaints_procedure_-_guidance_and_form

With regard to additional needs complaints there is a possibility the case could be referred to the Additional Support Needs Tribunal for Scotland.

EMPLOYMENT OF CHILDREN

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed.

Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the School Office. Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA

Further information can be found at:

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

Kelso High School



School Improvement Plan

Summary 2024-25



Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



Kelso High School

In recognition of the school's excellence in integrating digital technology into learning and teaching

2022

Our Key Priorities for 2024-25

We will continue focusing on the following areas to enhance the learning experience for all our young people:

1. Learning, Teaching, and Assessment

- We are improving how we deliver **Adaptive Learning**, which tailors learning to meet the individual needs of each learner.
- We will be implementing the '**Mode B**' strategy, which involves using a mix of teaching methods to ensure the best learning outcomes over time.
- Staff will continue to receive support to enhance their teaching, including the use of **Digital Technology** and **AI** in education.
- We will work to ensure all our learners are **Ready to Learn**, encouraging positive behaviour in class.
- We will closely monitor **attainment** and **personal achievements**, with special attention to supporting vulnerable learners who may need extra help.

2. Inclusion, Wellbeing, and Nurture

- We aim to improve overall **attendance** by tracking it more carefully and providing timely support when needed.
- We will continue to promote **equity and equal opportunities** for all, ensuring a welcoming and inclusive environment where every young person is treated with respect and given equal access to opportunities.

Ongoing Improvements for 2024-25

- We will be using **Data-Driven Instruction** in the Senior Phase to help improve learner performance.
- We are developing the use of **Showbie** in classrooms and with parents/carers to better support learning at home.
- Our **reporting processes** will be improved to involve parents and carers more effectively.
- We are committed to providing high-quality **professional development** for all staff to ensure they continue to grow and improve in their roles.

SCHOOL TERM DATES

Autumn Term

- Monday 12 Aug 2024 - Staff resume, in service day
- Tuesday 13 Aug 2024 - Staff in service day
- Wednesday 14 Aug 2024 - Pupils resume
- Friday 11 Oct 2024 - Last day for pupils and staff - mid term holiday
- Monday 21 Oct 2024 - Staff resume, in service day
- Tuesday 22 Oct 2024 - Pupils resume
- Monday 2 Dec 2024 - St Andrew's Day holiday, school closed
- Tuesday 3 Dec 2024 - Casual Holiday (Cheviot)
- Friday 20 Dec 2024 - Last day of term for pupils and staff

Winter Term

- Monday 6 Jan 2025 - All resume
- Friday 14 Feb 2025 - Last day for pupils - February holiday
- Monday 17 Feb 2025 - Casual Holiday (Cheviot)
- Monday 24 Feb 2025 - Staff in service day
- Tuesday 25 Feb 2025 - All resume
- Friday 4 April 2025 - Last day of term for pupils and staff

Summer Term

- Monday 21 Apr 2025 - All resume
- Monday 5 May 2025 - May Day holiday, school closed
- Tuesday 6 May 2025 - Staff resume, in service day
- Wednesday 7 May 2025 - Pupils resume
- Wednesday 25 June 2025 - Last day of term for pupils and staff

SCHOOL POLICIES

SCHOOL CATERING SERVICE

We have a commitment to improve the physical, emotional and social health and well-being of children, young people and adults throughout the school setting. We aim to promote a strategic whole school approach to promoting health and healthy lifestyles within the school community. We aim to promote pupil achievement and involvement in school life and to support the personal and social development of children and young people with a particular emphasis on self-esteem, self-worth and confidence.

A cafeteria service operates in the school dining hall providing hot drinks and snacks from 8.30-8.50am, various snacks and drinks at the morning interval and a full meals service at lunchtime. Snacks and full meals are available each day. Packed lunches may be brought into the dining hall to eat. To ease congestion at lunchtimes, pupils are encouraged to pre-order lunches using the "Grab & Go" facility.

Free meals are available to pupils whose parents are in receipt of supplementary benefit, family income supplement or unemployment benefit.

School catering is provided by Scottish Borders Council. The menus offered conform to the National Guidelines prepared by the Scottish Government and support the School's Health Promotion agenda.

We have a cashless catering system in our School. In addition to making the service quicker for pupils and reducing the need to find money on a daily basis, it also allows parents to ensure that money intended for school meals is being used for that purpose. Pupils are able to load cash directly through loaders situated within the school. A further major advantage of the system is that pupils who are entitled to free school meals will use exactly the same card, which will automatically be credited on a daily basis, and allow them to use the catering service in the same way as all other pupils.

Alternatively, parents can use the ParentPay system which is quick and convenient and easy to ensure that your child's personal account is topped up.

SCHOOL DRESS CODE

Scottish Borders Council and Kelso High School believe there are many advantages in having a clear dress code. We are very encouraged by the smart appearance of our pupils and feel that a dress code encourages a sense of belonging. A uniform supersedes fashion, its smart and it helps put everyone in the right frame of mind and gives our young people a sense of pride within the community and beyond.

We seek the support of parents in encouraging their children to wear school dress. We believe this indicates a sense of pride in the school, helps encourage a positive attitude and a work ethos in the school and allows staff to identify intruders.

The dress code has been updated for August 2024 onwards, and the update guide can be found below.

[KHS Dress Code Guide 2024](#)

The school dress is as follows:

- White Blouse/Shirt
- School Tie (black)
- Black Jumper/Cardigan (S1 – S5) – no logos/brands – can be plain or with KHS logo
- Black 1/4 zip top – plain or with KHS logo
- Black Skirt
- Black Trousers/Jeans – no rips, fading or distressed detail
- Smart Black Shorts
- Black Footwear

Our Young People within S6 will be asked to wear a different coloured jersey that is selected by them annually so that they are easily recognised both within the school and wider community.

No hooded tops will be worn as part of the uniform although it will be possible to wear these as part of their PE kit.

The school carries a small stock of jumpers and ties, or they can be purchased direct from Fantasy Prints - FP Uniformz.

Their website is:-

<https://fpuniformz.com/product-category/schools/high-school/kelso-high-school/>

RESPECTFUL RELATIONSHIPS – ANTI BULLYING

As a school, we promote respectful relationships and encourage the use of restorative practice to ensure every young person feels safe and secure within our school environment.

Kelso High School, like all schools across the country, has students who are affected by inappropriate behaviour of others, both in and out of school. In some cases, these can be regarded as ‘bullying incidents’. In the case of these types of incidents, we follow the SBC Respectful Relationships Policy.

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

The key message to staff, parents and agencies in Respectful Relationships is a commitment to resolving issues between students, focusing on behaviours and the effect of behaviour on others. Most issues and incidents are referred to school through students themselves or parents. The actions taken are based on the nature of the situation occurring and how the students involved want it to be addressed; this will vary.

Incidents are recorded in Pastoral Notes and monitored and appropriate agreed actions are carried out. Re-occurrences of bullying type behaviour are treated seriously, incurring an increased use of sanctions, and dialogue with parents/ carers. Students displaying ‘bullying behaviour’ will be offered support and strategies to address inappropriate behaviour and will be closely monitored.

The Equality Act 2010 is used as guidance in protecting all 9 protected characteristics. The protected characteristics are; sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, marriage and civil partnership. Find out more about the Equality Act 2010 on the Government website: <https://www.gov.uk/guidance/equality-act-2010-guidance>

Some incidents, which could be regarded as ‘bullying behaviour’, may actually trigger a referral to the Police. Students who use racist, sexist, homophobic, biphobic, transphobic, gender based or other types of discriminatory language to cause, or which causes offence, are breaking the law and the Police will be informed. Students who experience physical bullying may choose to make a complaint to the Police, as well as allowing the school to take action.

An example of language that will not be tolerated could be phrases such as, “That’s so gay.” This is homophobic language and will NOT be tolerated.

STEPPED INTERVENTIONS

Demonstrating KHS Values

- Verbal praise / Merit / Praise Postcard
- Positive email / Positive phone call home
- Faculty Recognition Board / Faculty Awards
- Head Team Friday Reward
- KHS Social Media Recognition
- Celebration of Learning Nominations

Low Level Disruption

- Quiet word / Quiet word in corridor
- Verbal warning
- Demerit
- Move seat
- Email / Phone call home
- Timeout – remainder of period

Continued Low- Level Disruption /Confrontational & Challenging Behaviours

- Class Teacher Target Card
- Work in an alternative classroom for an agreed period of time
- Principal Teacher Monitoring Card
- Internal Exclusion
- Referral to Pastoral House Meeting

Continued Confrontational & Challenging Behaviours/ Serious Incidents

- Parental Meeting
- Guidance sought from other agencies
- Internal Exclusion
- Build-Up / Flexible Timetable
- Formal Temporary Exclusion

MOBILE PHONE POLICY OFF AND OUT OF SIGHT

Supporting Positive Use of Mobile Phones

As we reflect on the use of mobile phones within Kelso High School, we have updated our mobile phone policy.

It is important that we embrace, encourage, and support our learners to use their iPads correctly and appropriately during lessons. There is no place for mobile phones within the classroom.

It is important to recognise the negative impacts, in particular access to social media, mobile phones can have on the mental, social, physical and emotional wellbeing of our learners, our staff, and our families.

Helping to protect our learners, and ensure school is a positive and safe learning environment are at the centre of the policy.

This updated policy and procedures are designed to support a school culture and ethos which reflects the needs of our school community.

Our policy around mobile phones will be reviewed regularly and adapted as required.

Having a mobile phone in school is not a requirement or necessary. Any learner can ask the school to contact home during the school day if required and learners will be supported to do this by any member of staff.

Bringing Your Mobile Phone to School

Learners are responsible for their own device, and the appropriate use of it. Kelso High School accept no liability in regard to mobile phones in relation to loss, theft or damage.

As a school, we are aware of those young people who require the use of their mobile phone for medical reasons.

Positive and Respectful Use of Mobile Phones

In Kelso High School mobile phones should remain “***Off and Out of Sight***” to allow learners to focus on their learning and maintain a positive learning environment.

Inappropriate Use of Mobile Phones During Lessons

1. Learners who use mobile phones inappropriately will be given one chance to make the right choice about putting their phone “**Off and Out of Sight**”.
2. If inappropriate use of a mobile phone continues, the learner will be asked to place their phone on the teacher’s desk (or equivalent for certain subjects) and the mobile phone will be returned at the end of the lesson. Demerit recorded.
3. If learner refuses to hand over their phone then we move to ‘Timeout’ within the Stepped Interventions. Contact should be made with home by CT along with a SEEMIS referral to PTC.

PSAs will collate data around the number of demerits for mobile phone mis-use on a weekly basis.

4. **If concern around mobile use is across a number of subjects**, this will be discussed at the next House Meeting.
5. **If no improvement parents/carers will be asked to keep the mobile phone at home for the remainder of the school week and potentially longer in certain circumstances.**
6. If a learner uses their mobile in the corridor during learning time in the corridor, a learner will be reminded by corridor staff that the phone should have been left in bag in classroom or with class teacher. Email follow-up to class teacher from corridor teacher to make them aware that phone was being used inappropriately in corridor during lesson time to ensure a demerit is recorded.

Learner Wellbeing

For learners who use their mobile phone **during school** in inappropriate ways which have an impact on their own or others wellbeing, Pastoral PTs and DHTs will discuss with them and their parents/carers about how best to support a better understanding of how to behave in a more appropriate and respectful manner.

These consequences will involve reflective and restorative tasks linked to the specific behaviour.

Examples of behaviour that may impact on others wellbeing are;

- Bullying/Threats/Coercion/Intimidation
- Any incident motivated by prejudice (e.g. Racism, Homophobia, Transphobia)
- Sharing of inappropriate images
- Recording/taking photos of incidents involving others (e.g. Fighting, bullying, intimidation)

Learners may also be referred to relevant partner agencies (see examples below) for further support.

- Quarriers
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse Team
- Social Work

- Police
- Educational Psychologists
- Other relevant partner agencies

Finally, a reminder that this policy is to support our learners to embrace technology in the most positive and respectful way to enhance their learning and overall school experience

<u>Mobile Phones</u>	<u>Learner Support & Consequence</u>	<u>Parent/Carer Communication</u>
Positive and Respectful use	During lessons and between classes mobile phones should remain “off and out of sight”	
Positive use of iPads to support learning, teaching	During lessons teachers and learners will use their iPads to support learning, Daily reminders will be provided by teachers that mobile phones should be “ off and out of sight ”	N/A
Learners who use mobile phone inappropriately during a lesson	Learners reminded of appropriate use and given one chance to make the right choice about putting their phone “off and out of sight”	Not required at this stage
If learner uses their mobile phone again inappropriately during the lesson	Learners will be asked to place their phone on the teacher’s desk (<i>or equivalent for certain subjects</i>) Phone will be returned at the end of the lesson	Demerit will be issued and shared with parents/carers on a weekly basis.
If concerns around mobile use is across a number of subjects	The number of demerits will be collated and discussed at the next House Meeting.	Phone call / email home from Pastoral PT / PSA to support learner.
Learner uses mobile phones within the corridors during learning time	Learner reminded by corridor staff that phone should have been left in bag in classroom or with class teacher. Email follow-up to class teacher from corridor teacher to make them aware that phone was being used inappropriately in corridor during lesson time.	Demerit will be issued by the class teacher

<p>If concerns still remain</p>	<p>Learner will be expected to hand their phone to the School Office and retrieve the phone at the end of the school day.</p>	<p>If no improvement parents/carers will be asked to keep the mobile phone at home for an extended period of time. Agreed between home and DHT via phone call / email / parental meeting as appropriate.</p>
<p>For learners who use their mobile phone in inappropriate ways during school which have an impact on their own or others wellbeing</p>	<p>Pastoral PT and DHT will discuss with learner and parents about how best to support an understanding of how to behave in a more appropriate and respectful manner.</p> <p>These consequences will involve reflective and restorative tasks linked to the behaviour</p> <p>These behaviours may also require referrals to our partner agencies e.g</p> <ul style="list-style-type: none"> • Quarriers • CAMHS (Child and Adolescent Mental Health Service) • School Nurse Team • Social Work • Police • Educational Psychologists 	<p>Discussion with learner and parents/carers at a formal meeting with actions agreed and reviewed</p> <p>Examples of behaviour that may impact on others wellbeing are;</p> <ul style="list-style-type: none"> • Bullying/Threats/Coercion/Intimidation • Any incident motivated by prejudice (e.g. Racism, Homophobia, Transphobia) • Sharing of inappropriate images • Recording of incidents involving others (e.g. Fighting, bullying, intimidation)

FINANCIAL SUPPORT

SCHOOL CLOTHING ALLOWANCE

Some families may qualify for financial assistance for school clothing. Application forms are available from Scottish Borders Council Headquarters in Newtown St Boswells and from their website:-

[Free school meals and help with schoolwear | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/free-school-meals-and-help-with-schoolwear)

FREE SCHOOL MEALS

To qualify for this assistance the requirements and application forms are the same as for the School Clothing Allowance. Parents who qualify are encouraged to apply. Pupils who receive free school meals will have their school account credited to use this in the refectory as part of the cashless payment scheme for all pupils.

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

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 £24,421 or less if there is 1 child in education or £ 26,884 if there are 2 or more children in education. 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 Scottish Borders Council website:-

https://www.scotborders.gov.uk/info/20041/support_for_pupils/581/education_maintenance_allowance/3

EMERGENCY CLOSURE

In the very unlikely event of having to close the school, e.g. heating/ electricity failure or adverse weather conditions, an Action Plan is implemented. Parents of all pupils will be contacted before pupils are sent home. It is now possible to receive immediate updates on emergency situations on Lothian and Borders Alert Website. The link is www.lbalert.info. If it is not possible to contact parents or the designated emergency contacts, then pupils will be kept in school until they can be collected.

***It is essential that the school always has an up-to-date
record of your emergency contacts***

SCHOOL TRANSPORT

Scottish Borders Council provides free transport to and from school for pupils who live more than 3 miles from the school and who live within the boundaries of the school catchment area. More than one third of our pupils travel to school by school transport.

Scottish Borders Council issues Bus Passes for these journeys and bus pupils must carry these passes at all times. However, all bus contractors have been advised that their drivers must on no account refuse travel in the morning to a pupil who is unable for any reason to produce his/her pass. Instead, the pupil's name and address will be taken by the driver and the school or Scottish Borders Council informed so that, if necessary, a temporary pass or a replacement can be supplied promptly.

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.

Any pupil who loses his/her bus pass should contact Mrs Malcolm in Reprographics to arrange for a temporary bus pass.

Early Closure in an Emergency

Very occasionally, usually as a result of deteriorating weather conditions, we have to send bus pupils home early. It is essential that we have an accurate record of the arrangements to be followed for individual pupils at such times, as it is not possible to contact all parents before the buses have to leave, although we make every attempt to keep parents informed via Groupcall. SBC issue a letter to parents each session clarifying their responsibilities in the event of emergency conditions. If your child should not be sent home on the school bus as normal, the school must be given clear instructions to the contrary. Information is also displayed on the school website.

Behaviour on School Transport

Senior pupils monitor behaviour during bus journeys, but, where any parent or pupil has concerns, contact should be made with Mrs Jill Lothian, Head Teacher who has responsibility for school transport. In very serious cases of misbehaviour, a youngster may have his/her bus pass withdrawn and be banned from travelling on school transport for a period of time.

LEAVING SCHOOL

The Education (Scotland) Act, 1976 outlines the leaving arrangements for pupils. In practical terms, children who attain the age of 16 years on or between 1st March and 30th September may leave school on 31st May or at any time after that date and children who attain the age of 16 years on or between 1st October and the last day of February may leave school on the first day of the Christmas holidays or at any time after that date. Pupils must complete a Leaving Form and return their iPad, charger and any school books before they finally leave school.

DISCLAIMER

Although all information contained in this Handbook is considered correct at the time of going to print, it is possible that there may be some inaccuracy by the time the document reaches parents.