

PHILIPHAUGH COMMUNITY SCHOOL

‘Be the Best You Can Be’

Self-Belief, Kindness, Resilience,
Responsibility, Respect



SCHOOL HANDBOOK 2025-2026

Page	Content
2 - 3	Welcome
4	School Information <ul style="list-style-type: none"> • Contact details • School Leadership Team • School Day • Early Learning & Childcare Day
5	Practical Information about the School <ul style="list-style-type: none"> • Administration & Enrolment • Travel to and from School
6	Practical Information about the School <ul style="list-style-type: none"> • Meals • School Uniform
7 - 9	Practical Information about the School <ul style="list-style-type: none"> • Other School Requirements
9 - 10	Practical Information about the School <ul style="list-style-type: none"> • School Health Service
11	Parental Involvement
12	Parent Partnership (Parent Council)
	The School Curriculum <ul style="list-style-type: none"> • The Curriculum as a Whole • The Totality of Experiences
	The School Curriculum <ul style="list-style-type: none"> • Curriculum Areas & Subjects
	Support for Pupils <ul style="list-style-type: none"> • Getting It Right for Every Child (GIRFEC) • Child Protection
	Support for Pupils <ul style="list-style-type: none"> • Assessment & Reporting
	Support for Pupils <ul style="list-style-type: none"> • Support for Learning • Additional Support for Learning
	Support for Pupils <ul style="list-style-type: none"> • Council's Implementation of British Sign Language Plan • The Educational Psychology Service
	Support for Pupils <ul style="list-style-type: none"> • Transition to Secondary School • Young Carers
	School Improvement <ul style="list-style-type: none"> • Enrichment Activities integral to Philiphaugh
	Emergency Closure
	Scottish Borders Council Complaints Procedure
	Data Protection
	Disclaimer

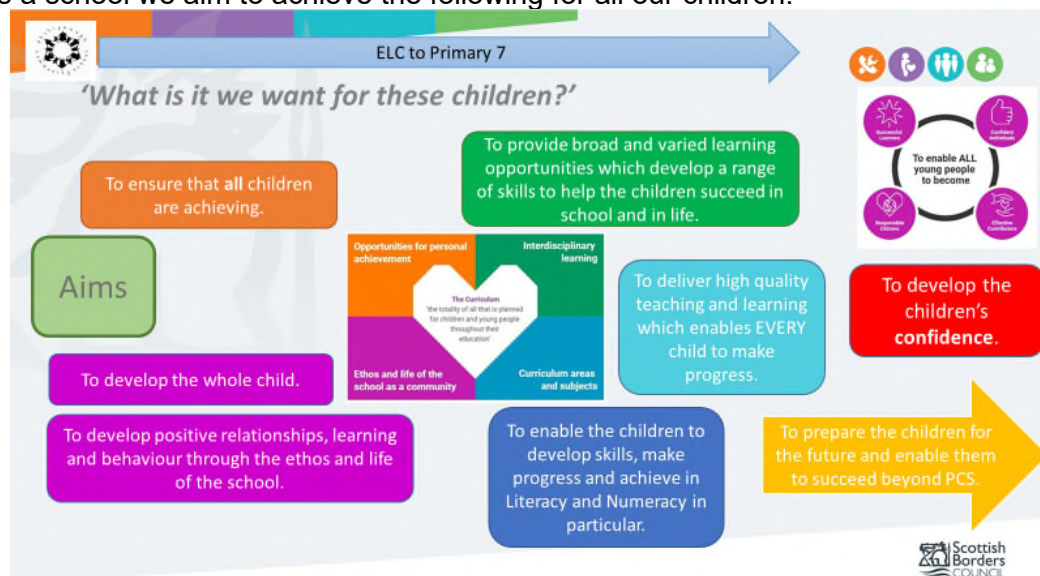
Dear Parents, Carers and Families,

A warm welcome to Philiphaugh Community School. At Philiphaugh Community school we are guided by our School Vision, Values and Aims, which were updated in consultation with the school community in 2023.



Our school values of **Self-Belief**, **Kindness**, **Resilience**, **Responsibility** and **Respect** are integral to the ethos and life of the school.

As a school we aim to achieve the following for all our children:



The School Context

Philiphaugh Community School is a non-denominational school originally opened in 1875 and reopened as a Community School in 1985. It serves the western area of Selkirk and the rural area in the lower part of the Yarrow Valley in the Scottish Borders. The school is also part of the Eildon (East) Learning Community and is a 'feeder primary' for Selkirk High School.

From August 2025, Philiphaugh Community School will operate with four mainstream classes, running from P1 – P7 as well as a Nursery, now referred to nationally as "Early Learning & Childcare" (ELC) which caters for 2, 3 and 4 year olds.

At the start of the 2025-26 session, our school roll will be 108 – made up of 87 mainstream pupils and 21 pupils in the ELC setting.

We hope that you find the information contained in this Handbook informative and comprehensive and that it gives you a real flavour of our school.

We look forward to working with you and meeting you personally however, in the interim, do not hesitate to contact the school with any concerns or questions you may have.

To make our handbook easy to use, the information is divided into EIGHT different sections.

Section 1 – Practical information about the school

Section 2 – Parental involvement in the school

Section 3 – School curriculum

Section 4 – Support for pupils

Section 5 – School Improvement Plan




Section 6 – Emergency School Closure

Section 7 – Complaints Procedures

Section 8 - Data Protection

School Information

Contact details

: Philiphaugh Community School
 2 Linglie Road
 SELKIRK
 TD7 5LT
: 01750 721774
: philiphaughcs@scotborders.gov.uk

School Leadership Team

Acting Head Teacher	Miss Becca Mackenzie
Acting Depute Head Teacher	Mrs Sharon Clark
Acting Principal Teacher	Mrs Kirsty Graham

The School Day

Our school operates on an asymmetric week (4 longer days and 1 shorter day) and associated times are listed below:

P1-7 pupils (Monday – Thursday)

School begins	8.45am
Interval	10.30 – 10.50am
Lunch	12.30pm – 1.15pm
School finishes	3.15pm

P1-7 pupils (Friday)

School begins	8.45am
Brunch / Interval	11.00am - 11.45am
School finishes	12.50pm

The Early Learning & Childcare (ELC) Day

Session Times

Our ELC follows the school asymmetric week:

8.45am – 3.15 pm Mon – Thurs
 8.45 – 12.45 pm Fri

Section 1: Practical Information about the School

1.1 Administration and Enrolment

Parents/carers wishing to enrol their children at Philiphaugh Community School should complete the electronic enrolment forms online. These are available on Scottish Borders Council website:

www.scotborders.gov.uk/schoolenrolment or www.scotborders.gov.uk/elc.

Parents in our catchment area wishing to enrol their child(ren) in Primary One will be prompted to contact the school through information published by the local press in November.

1.2 Travel to and from School

1.2 a School drop-off

Parents bringing or collecting their children from school are asked to encourage their child's independence by leaving P1 and P2 pupils at the front of the school building and pupils from P3 to P7 at the school entrance gate. P1 and 2 pupils must be collected from the front of the school by an adult at the end of the school day.

1.2 b Transport

Children who live within the school catchment area but are more than 2 miles away from the school are entitled to free transport to and from school. The school office can confirm whether or not your child will be entitled to free transport, advise you of transport arrangements and liaise with the Passenger Transport Department to arrange bus passes for your child.

1.2 c Cycling / Scooting

Pupils are allowed to cycle or 'scooter' to school but all pupils who do so **must** wear an appropriate, protective helmet and bring a bike lock. We would recommend that all pupils also wear a high visibility vest when travelling on the road.

A bike rack is provided in the school grounds to store bikes however, the school is **not** responsible for theft or damage to bikes and cycling equipment.

1.3 Meals

During lunch time pupils must remain within the school premises unless a communication is shared with the school in advance. Children can go home for lunch but and should return just before their bell.

If the weather is unsuitable for outside play, an indoor interval takes place and children remain in their classrooms for wet weather activities under supervision.

Forms for “Free School Meals” and assistance towards the purchase of school clothing can be downloaded from the Scottish Borders Council website ([Free school meals and help with schoolwear | Scottish Borders Council \(scotborders.gov.uk\)](http://scotborders.gov.uk))

1.3 a School meals

Philiphaugh Community School along with all other schools in the local authority are now using an online system for parents/carers to order and pay for meals electronically. The system is called “Parent Pay” and parents/carers will be issued with login details and passwords via the school office. Lunch is cooked in the school kitchen and served in the dining hall at a cost of £2.64 for two courses. Currently ELC and P1-5 are entitled to free school meals which should also be booked using Parent Pay.

1.3 b Packed lunches

Packed lunches can also be brought into school. Parents are asked to consider “a healthy lunch” – this should not contain fizzy drinks, sweets or lots of chocolate options. No glass containers are allowed. Please put your child’s name on their lunch box.

1.4 School Uniform

The school sweatshirt colour is red for P1-6. The Primary 7 school colour is purple. School uniform is expected to be worn as it creates a feeling of belonging. The uniform is:

- White or red polo shirt or white blouse
- Red sweatshirt (purple for P7)
- Black or grey skirt, pinafore, shorts or trousers

School jackets, fleeces, sweatshirts, t-shirts and polo shirts, embroidered with the school logo, are available from Border Embroideries and can be ordered online at: www.border-embroideries.co.uk . Please note embroidered uniform is not mandatory. Children need to have indoor shoes for the classroom (these do not need to be gym shoes). Jeans and inappropriate fashion dress are not permitted during the school day. Football tops are not allowed to be worn in school, even for PE. **Please ensure that all items of clothing and footwear are clearly named for easy identification.**

1.5 Other School Requirements

1.5 a Classroom equipment

School will provide pencils, erasers, and rulers, but we are happy for children to use their own equipment which is clearly labelled with their name. Handwriting pens are provided by the school, as are books and jotters. Children in P4-P7 will also be given a school iPad through the SBC's INSPIRE programme. If school belongings come home, we ask that parents encourage their children to take responsibility for the items. Failure to do so may incur some replacement costs.

1.5 b School Permissions

Parents Portal is an online service which will offer the ability to view and update your child's information through the annual data check, give permission for various trips and activities, and receive notifications about school events and activities. It will also allow you to link to ParentPay and other useful services and websites. We ask you to sign up for this using the step by step guide provided.

Permission will be required to take your child out to specific events in the Scottish Borders area throughout the year i.e. swimming pool, Christmas church service, sporting events. For any other trip / visit out of school we will ask your permission and also for a contact number for that day and we may also ask if you are able to help with the trip.

1.5 c School PE Kit

Children are required to change for PE lessons into school PE kit, which should be marked with your child's name. This is a change of white polo shirt or t-shirt plus dark coloured shorts or joggers/leggings. Your child's PE kit can be left in school during the week. School gym shoes or trainers should be worn for all indoor PE lessons.

For outdoor lessons, which take place between August and October and April and June, children will require trainers or, if on the field for rugby, football or hockey, they may wear football boots. In colder weather, jogging bottoms, leggings and sweatshirts may also be worn. As a safety factor for older children playing rugby, hockey, cricket and football, we recommend they wear a 'gum shield' and shin pads.

For health and safety reasons earrings should not be worn during PE. However, newly pierced ears can be covered up with plasters. Please discuss this with staff at the earliest opportunity.

1.5 d Art Activities

Children require an apron or old shirt that can be kept in school and used for art activities.

1.5 e **Drinking water**

We encourage the children to drink water during the school day. All water bottles should be clearly named and taken home each day to be washed and cleaned. Diluted juice or fizzy drinks are not permitted.

1.5 f **Mobile Phones**

Children are discouraged from bringing mobile phones to school. If they do need to be brought in for a particular reason (e.g. going somewhere after school) then the phones should be given to the class teacher at the start of the school day to ensure that they are safely looked after. Please note that any damage or loss to a phone which is not given to an adult is not responsibility of the school. Phones brought to school are done so at the owner's risk.

Should parents need to get an urgent message to their child during the school day, this can be done by contacting the school office and the message will be passed on.

1.5 g **Attendance**

Parents are responsible for ensuring their child attends school regularly. Parents should telephone the school between 8.15am and 9.00am or send a message via the Parent Portal app, on the first day of their child's absence. A telephone call is also vital if your child is unable to return after lunch. If a telephone call is not received and your child is absent a message will be sent to you via the app to alert you of the absence and to ask you to contact the school urgently to explain why. This is to ensure pupils are safe.

It may be necessary from time to time for parents to take children out of school during the school day e.g. for dental / medical appointments. In these circumstances children will only be allowed to leave school if an adult comes to collect them. Parents should inform the school on the morning of the appointment.

It is important that children develop the habit of being on time for school. A record of lateness is kept in the class register. Parents are discouraged from taking holidays during term time. Absences for holidays are extremely disruptive to your child's learning and can impact on their progress. Family holidays taken during term time are recorded as unauthorised absences. Only in exceptional circumstances, e.g. following bereavement, can a family holiday be authorised. Authorisation cannot be given for reasons such as:

- The availability of cheap holidays/desired accommodation.
- Poor weather expected during school holidays.
- Holidays which overlap the beginning or end of term.
- Parents difficulty in obtaining leave (with the exception of armed or police service personnel)

Parents cannot be given permission by the Headteacher to take holidays in term time. If parents choose to make this decision they should inform the school in writing and their child will be marked in the register as an "Unauthorised Absence".

Additional work will not be prepared or given by the class teacher during unauthorised absences.

1.5 h Communication

If you have any questions or queries, please contact the school office on (01750) 21774 where the School Administrator, Mrs Pietranek will be happy to help you.

A member of the Senior Leadership Team (SLT) is available either by telephone or in person for any queries or clarifications.

If you need to speak to a member of staff please arrange an appointment through the school office. The school calendar which is given out to all parents in August sets out all the events for the year and should be kept in a safe place for reference.

The school, ELC and Parent Partnership all have Facebook pages where news and information is regularly posted. Search:

School:	Philiphaugh Community School and Community Centre
ELC:	Philiphaugh Early Learning and Childcare
Parent Partnership:	Philiphaugh Parent Partnership

1.6 School Health Service

Throughout your child's years at primary school a team of specific health service and education department staff will be seeing him / her from time to time to make sure they benefit as much as possible from all that school has to offer and to help prepare them for life after leaving school. The School Health Service is part of Community Child Health Service and has direct links with those who carry out health checks on children before they start school. Many different services are provided. The staff involved make every effort to work closely with parents and carers. Parents are notified of any screening tests e.g. sight / hearing and can opt out if they do not wish their child to be included.

The school must be informed at the time of enrolment of any specific medical conditions or requirement for your child. A form must be signed at the office requesting the administration of prescribed medicine. School staff cannot administer non-prescribed medication, e.g. Calpol. Administration of medicines by school staff is voluntary.



Measles
Chickenpox
Slapped Cheek Virus
Impetigo

Hand, Foot & Mouth

Exclusion Time

48 hours if on antibiotics or 21 days if no antibiotics
4 days from onset of rash
Until all spots are crusted over
None (once rash has developed)
Until crusted over/healed or antibiotics have been taken for at least 48 hours
No exclusion unless child feels unwell

1.6 a Headlice

Outbreaks of headlice occur from time to time in all schools. If you find any headlice in your child's hair, please look at NHS guidance online for information, or contact your local pharmacist. It would be appreciated if the school was informed as soon as possible.

Section 2: Parental Involvement

Philiphaugh recognises the importance of parental involvement. Working together helps children do better in school. Parents and staff are encouraged to work in partnership to develop strong links between home and school. Parents are invited to support the school in many ways:

- helping to escort children on outings.
- becoming a classroom volunteer to assist with reading, art activities, games etc.
- bringing their expert knowledge in a particular field to enhance pupil project work.
- taking extracurricular activities.
- participating in consultation groups.
- working with staff to ensure homework is completed appropriately.

Volunteers are required to complete a Protecting Vulnerable Groups (PVG) form before helping in school. This is available from the school office and costs are covered by Scottish Borders Council. Once forms are completed and approved, volunteers can help in school on a regular basis.

Parents frequently inform the school if the home routine has been upset, e.g. by hospitalisation of a family member, arrival of a new baby, death of a family pet. The school being aware of challenges at home is important as it enables school staff to be supportive and sympathetic to the needs of the child and their family.

2.1 a Parental Contact with Class Teachers

We offer opportunities for you to discuss your child's progress with teachers throughout the school year. You will be advised when these opportunities will

take place. We have Open Evenings and 2 lots of Parent Consultations during the course of the year. Parents are encouraged to sign-up to Showbie, an online classroom, to allow insight to be gained into the children's learning.

2.1 b Home Learning

There is nothing more likely to contribute positively to children's educational progress than parental interest in and encouragement of children's efforts in school and at home.

At Philiphaugh, we believe home learning activities should help develop confidence, a positive attitude to learning and need to be stress-free and enjoyable for both children and parents. Learning requires a partnership between child, parent and teacher. Parents are encouraged to maintain links with the school and their child's teacher and one of the ways to do this is by taking an interest in your child's home learning. Currently, home learning takes the form of reading set by your child's class teacher.

2.2 Parent Partnership (Parent Council)

Parent Councils are the formal representative body for parents and carers with children attending our school. All parents and carers are members of the 'Parent Forum' and each year a Parent Council called the 'Parent Partnership' or 'PP' is formed.

All parents and carers are welcome to come to meetings and help at events.

The main aims of the 'Parent Partnership' are:

- to support the school in its work with pupils'
- to promote contact between school, parents, pupils and the community'
- to report to the Parent Forum.
- to be involved in the appointment of senior staff.
- help fundraise for school improvement.

2.3 Parentzone

For more information about the Education system in Scotland and your child's education, follow the link below to visit Education Scotland's Parentzone website.

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

Section 3: The School Curriculum

3.1 The curriculum as a whole

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

3.2 The totality of experiences

The curriculum includes all the experiences which are planned for learners through their education, wherever they are being educated. These experiences are grouped into four categories.

- **Curriculum areas and subjects:** The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.
- **Interdisciplinary learning:** How the curriculum should include space for learning beyond subject boundaries.
- **Ethos and life of the school:** The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.
- **Opportunities for personal achievement:** Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.



3.3 Curriculum areas and subjects

The curriculum is organised into 8 curricular areas and subjects:

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

3.3 a Languages

Languages are defined as listening, talking, reading and writing. This also applies to the context of modern languages which are taught at Second Level. Learners are taught French.

In developing literacy skills learners will have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing language skills learners will:

- engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.



3.3 b Numeracy and Mathematics

Learners gain knowledge, understanding and skills across three main mathematical areas. These are: Number, Money and Measure; Shape, Position and Movement; Information Handling.

Teachers ensure that their teaching approaches challenge and stimulate learners promote their enjoyment of mathematics.

In developing numeracy skills children will learn:

- to understand the number processes, add, subtract, multiply and divide
- mathematical vocabulary
- common units of money and measure
- to estimate and round
- about properties of two and three dimensional shapes, figures, position and movement
- to collect, organise, display and interpret information
- to tackle investigations and problems
- how maths is relevant in the 'real' world
- to mentally manipulate and calculate number
- to use a calculator and computer where appropriate
- to apply numeracy skills to real life contexts



3.3 c Health and Wellbeing

Learning in health and wellbeing ensures that learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- that we all experience a variety of emotions that affect how we think, feel and behave
- to describe their feelings about what is going well or where support is needed
- that feeling and behaviour change depending upon what is happening within and around them. This helps them understand the way others behave
- to value friendships and know that caring, sharing, fairness, equality and love are important in building friendships
- that people can often feel alone and can be misunderstood and left out by others
- the importance of showing support by a caring reaction
- the importance of mental wellbeing, and know that people do not always enjoy good mental health
- the rights to which they are entitled in society and the responsibilities which fall on them. They will learn to respect the rights of others
- that representing the school and /or wider community encourages self-worth and confidence and allows them to contribute to and participate in society
- to assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible



Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Top Tips

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- Bath, Brush Book & Bed

What?



Why?



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

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



Bottles used in class should be filled with plain water only.

Good hydration makes a difference to how children think, feel & function!

Contacts

Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk

3.3 d Expressive Arts

In developing learning through the expressive arts, learners will be inspired by a range of imaginative stimuli, including popular culture. Working on their own and with others, they will express their ideas, thoughts and feelings through creative work.

In **Art and Design** learners will have opportunities to;

- discover and choose ways to create images and objects using a variety of art materials, exploring line, shape, form, colour, tone, pattern and texture
- work on their own and with others to solve design problems

In **Dance** learners will have opportunities to;

- choose and explore ways they can move rhythmically, expressively and playfully, discovering how to control their body and how to use space and resources creatively
- enjoy taking part in dance experiences, becoming aware of different features of dance from a range of styles and cultures

In **Drama** learners will have opportunities to;

- choose and explore movement, expression and voice in different kinds of role play and drama
- explore real and imaginary situations, helping them to understand their world

In **Music** learners will have opportunities to;

- use their voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm
- enjoy singing and playing along to music, from a range of styles and cultures.



3.3 e Social Studies

Within social studies learners gain experiences and learning in three main areas:

- People, Past Events and Societies
- People, Place and Environment
- People, Society, Economy and Business.

In developing social studies knowledge, understanding and skills, learners will learn to:

- develop an understanding of how Scotland developed as a nation, resulting in an appreciation of their local and national heritage within the global community
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- locate, explore and link periods, people and events in time and place
- locate, explore and link features and places locally and further afield
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers



3.3 f Sciences

Through learning in the sciences, learners develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising. There are five main areas that children learn within: Planet Earth; Forces, electricity and waves; Biological systems; Materials; Topical science.

Drawing on their learning across the Experiences and Outcomes, learners will:

- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- develop skills in the accurate use of scientific language
- develop an understanding of the Earth's resources and the need for responsible use of them.

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges, learners:

- plan and design scientific investigations and inquiries
- carry out practical activities
- analyse, interpret and evaluate scientific finding
- present scientific findings.

Learners, to make sense of scientific evidence and concepts:

- develop a range of analytical thinking skills.

Learners develop as scientifically literate citizens with a lifelong interest in science by:

- recognising the impact the sciences make on their lives, the lives of others, the environment and on society
- expressing opinions and making decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- developing scientific literacy skills.



3.3 g Religious and Moral Education

Religious and Moral Education allows our learners to engage in a search for meaning, value and purpose in life. For this purpose, learners will explore beliefs and values of both Christianity and other world religions, comparing them with their own.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the other world religions
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Our School Chaplains support the school in a range of ways, which includes taking regular assemblies and church services at the end of term.

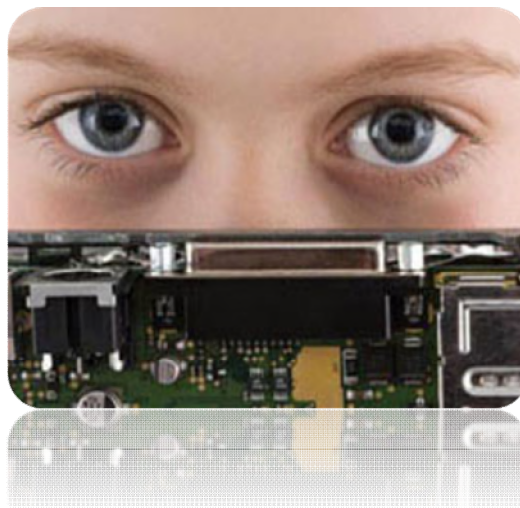
Please note; The Scottish Government has issued regulatory advice which makes clear that religious and moral education should be taught. Parents have a statutory right to withdraw their children from religious observance and their wishes will be respected. Written notification to exercise this right should be sent to the Head Teacher and alternative arrangements will be made for your child.

3.3 h Technologies

In developing technologies, a range of different contexts for learning will draw on important aspects of everyday life and work. This includes creative, practical and work-related experiences and outcomes in craft design, engineering, graphics, food, textile and information technologies.

In developing technologies children will become informed, skilled, thoughtful, adaptable and enterprising citizens, and they will learn to:

- develop a considered understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- gain the confidence and skills to embrace and use new technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communication technology (ICT) has in Scotland and in the global community
- experience work-related learning, and establish firm foundations for lifelong learning and, for some, specialised study and careers



Section 4: Support for Pupils

4.1 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.

4.2 Child Protection

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the setting is Miss Becca Mackenzie (Acting Headteacher).

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 contact the Head Teacher or Depute Head. Out-with school hours please contact:

01896 662787 (Duty Children and Families Social Work Team)
01896 752111 (Out of office hours that covers all areas)

Emergency contact

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

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

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

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

4.3 Assessment and Reporting

At Philiphaugh the class teachers regularly use a variety of approaches to gather information on each child's progress. This information is used to adapt teaching and learning activities, to identify any barriers to learning, to offer more support if required, to plan next steps in learning and to ensure children achieve their potential.

There are 4 'Learning Blocks' in the year. Parents are given an overview at the start of each block (Curriculum Overview) so that they know what topics and subjects their child will be covering. During Parent Consultations, parents can discuss their child(ren)'s learning and get an update on their child(ren)'s progress for that 'Learning Block'. At the end of the session a report will be sent home updating parents/carers on their child(ren)'s progress. Parents will also have an opportunity to discuss their child(ren)'s progress at both formal and informal parents' meetings where necessary.

4.4 Support for Learning

All children will need individual support at some point during their school career. This can take a range of forms; differentiated support from their class teacher, 1:1 support where available, small group working with a different adult. We have a 'Support for Learning' teacher and 'Pupil Support Assistants' (PSAs). Children are assessed continually by class teachers. Children who are experiencing difficulty may be offered extra help by the class teacher, our 'Support for Learning' teacher or by PSAs either within or out-with the classroom in small groups or individually.

4.5 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 teacher. You have the right to request an assessment of your child. Within our school 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.

Parents/carers are always involved in making decisions about their child(ren)'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".

For more information, you can contact:

- (a) "Enquire", the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741. www.sclc.org.uk

4.6 Council's implementation of British Sign Language

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 D/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

4.7 The Educational Psychology Service.

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

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

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

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

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

Please see www.scotborders.gov.uk/EPS

4.8 Transition to Secondary School

When pupils move from primary to secondary school, detailed transition information is collated and shared with all concerned parties.

When moving onto high school, a programme of pupil visits, teacher consultations and peer support is in place to ensure a smooth and effective transition occurs. We also have an enhanced transition process for children who may need extra support during the journey from Primary to Secondary school, which involves extra visits and activities as required.

Philiphaugh Community School is a 'feeder primary' for Selkirk High School, Hillside Terrace, Selkirk, TD7 4EW. Telephone: 01750 20246.

4.9 Young Carers

A young carer is someone who is under 18 years of age or who has reached 18 and is still a pupil at school and provides or intends to provide care for another individual. A few 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 sisters. This means that 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.

We want our young carers to enjoy school, feel included and ensure it is a positive place to come. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person. We can also support the young person and family referring them to 3rd sector support networks out with Education.

Section 5: School Improvement

Monitoring performance and using the resulting information to secure improvement is an important part of the work of the headteacher and depute headteacher, school staff and other officers within the local authority. Every year the school produces a School Improvement Report and a School Improvement Plan.

The views of parents, pupils and staff are regularly sought to influence the quality of the education provision in the school. The pupil voice is heard regularly through the Pupil Council and other Pupil Voice Groups.

By discussing and monitoring class teacher plans and the pupils' work, the Senior Leadership Team track pupils' attainment and progress throughout the school to ensure consistency and progression. Parents are contacted and invited into school to discuss any concerns that may arise.

If parents have any concerns, they should not hesitate to contact the school through the office where a member of the SLT will respond directly to them.

5.1 Enrichment activities integral to Philiphaugh

Pupils are given opportunities to try various activities throughout the session. Senior pupils represent the school at sporting tournaments and festivals and are given regular coaching as well.

P7 pupils have an annual residential trip. These trips take place with our cluster primaries and help form friendship bonds before S1.

P7 pupils are encouraged to be monitors and playground buddies. They also have opportunities to represent their peers by standing for election to various positions such as Head Pupil, House Captains, Vice House Captains and Junior Road Safety Officers.

We have formed 3 'houses' at Philiphaugh – Merchants, Weavers and Colonials. Children are encouraged to achieve house points through demonstrating our School Values, collaborative work and sporting events.

All pupils are assigned a 'house' when they begin school and families are always assigned the same house.

The school is always pleased to receive offers of help from parents and other adults. If you have a talent, interest or skill you can share with us then please contact the School Office.

Section 6: Emergency School Closure

In the event of severe weather, the decision to close schools may be taken by the Chief Executive in consultation with Emergency Planning staff. In the event of this happening, parents will be informed by Parent Portal, therefore it is essential we have up to date contact details for parents and emergency contacts. Whilst we will always aim to keep schools open as far as possible, please have alternative childcare arrangements in place in case schools do have to close.

For children travelling by bus, the bus company may make the decision to leave school early in the event of severe weather. If this is the case, we would not allow children to travel on the bus until we had confirmed that an adult would be at home to meet them.

Section 7: SBC Complaints Procedure

COMPLAINTS PROCEDURE

You can make your complaint in person, by phone, by e-mail or in writing. We have a two-stage complaints procedure. We will always try to deal with your complaint quickly. But if it is clear that the matter will need a detailed investigation, we will tell you and keep you updated on our progress.

STAGE 1: FRONTLINE RESOLUTION

We will always try to resolve your complaint quickly, within five working days if we can.
If you are dissatisfied with our response, you can ask us to consider your complaint at Stage 2.

STAGE 2: INVESTIGATION

We will look at your complaint at this stage if you are dissatisfied with our response at Stage 1. We also look at some complaints immediately at this stage, if it is clear that they are complex or need detailed investigation.

We will acknowledge your complaint within three working days. We will give you our decision as soon as possible. This will be after no more than 20 working days unless there is clearly a good reason for needing more time.

THE SCOTTISH PUBLIC SERVICES OMBUDSMAN

If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we handled your complaint, you can ask the SPSO to consider it.
We will tell you how to do this when we send you our final decision.

8. 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 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 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

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Disclaimer

Whilst the information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time you receive this document. The handbook may be reviewed during the course of the year.