



PENICUIK HIGH SCHOOL

HANDBOOK 2022 – 2023



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HEAD TEACHER'S WELCOME

Welcome to Penicuik High School.

On behalf of the staff and students of Penicuik High School I would like to welcome you to our school.

Penicuik High School is a co-educational, non-denominational High School serving Penicuik and the surrounding area within Midlothian. The current school building with its imposing frontage has been on its present site since 1937 and the school has a reputation for offering a wide and stimulating curriculum and supporting young people to achieve academically, socially and culturally.

Amongst some of its famous alumni are: Sir James Hamilton (the first Dux of the school), the designer of the Concorde's delta wings, Scotland's Grand Slam captain, Jim Aitken, Football internationals Craig Paterson and Billy Kirkwood, former Chief executive of NHS Scotland, Malcolm Wright, celebrity stylist to the stars and royalty, Denise McAdam RSM, Rosemarie McIlwhan, Director of the Scottish Human Rights Centre.

We are equally proud of the many young men and women who have passed through our doors and are now making valuable contributions both locally, nationally and internationally. Many of our current students have parents and even grandparents who attended the school and this link to the past is important to our ethos.

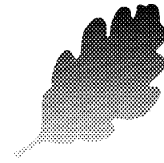
One of the key aims of the school, supported by its current PRIDE values is to develop all our young people and provide the best education possible so they are able to become productive and fulfilled citizens who progress into positive working lives and careers.

In order to do this we need to work in partnership with all parents/carers and community partners to offer the widest possible curriculum that develops personal and social skills and ensures they attain suitable qualifications to progress to a positive destination after school.

This means we must be here to celebrate the many successes of our young people but also be prepared to work with you and your young person when things go wrong and they need support and guidance to continue to develop and mature. Key to this is communication and transparency and I hope all who cross our doors experience a warm, caring positive environment, where relationships are fostered and we listen and react.

Craig Biddick
Head Teacher

Midlothian Council



Midlothian Council is committed to the education and welfare of your child/children. The core values of Midlothian Council are Respect, Honesty and Tolerance.

Our vision for the children and young people of Midlothian is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Midlothian through excellence, ambition and regeneration our children must be:

- **Safe:** protected from abuse, neglect and harm by others at home, school and in the community.
- **Healthy:** enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.
- **Achieving:** have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.
- **Nurtured:** educated within a supportive setting.
- **Active:** active with opportunities and encouragement to participate in play and recreation including sport.
- **Respected and Responsible:** involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.
- **Included:** have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Midlothian Council is also committed to the Scottish Government's, '**Getting It Right For Every Child**' (GIRFEC), principles which is based on children's rights and reflects the United Nations Convention on the Rights of the Child.

The GIRFEC approach:

- **is child-focused** - it ensures the child or young person, and their family, is at the centre of decision-making and the support available to them.
- **is based on an understanding of the wellbeing of a child in their current situation** - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered.

- **is based on tackling needs early** - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.
- **requires joined-up working** - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

The GIRFEC approach has been tested and developed across Scotland since 2006. It is based on research evidence and the experiences of practitioners, families and children. A report published by the Nuffield Trust found that the GIRFEC approach to promoting and improving wellbeing is leading the way in the UK. GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families.

Fiona Robertson
Director of Children, Young People & Partnerships



VISION & VALUES



Article 29: Education must develop every child's personality, talent and abilities to the full.

CURRENT VISION – [under review]

In 2019 we undertook a curriculum review, unfortunately the completion of this review has been impacted by Covid-19 and the multiple school closures. Until this is complete our interim vision statement is based on the flowing generalised vision with a focus on 21st Century Skills which is as follows:

“We will develop young people who are moral citizens with the skills and knowledge crucial to becoming productive, effective and successful citizens in the 21st Century.”

To realise this vision we will:

- Give all our children the best possible start in life, providing a nurturing and inclusive learning environment.
- Ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor.
- Work with our communities to promote high expectations which deliver the best educational outcomes for all learners.
- Celebrate diversity, reduce inequalities and remove barriers to learning.
- Provide a caring and supporting environment which ensures the health and wellbeing of all of our pupils is always at the forefront of our minds.

CURRENT VALUES – [under review]

As part of our curriculum review we were also re-evaluating our values. Our interim vision is underpinned by our current values, values which are reflected in all school practices and policies. Our PRIDE values are:

- **P**articipation
- **R**espect
- **I**nclusion
- **D**etermination
- **E**xcellence

These values underpin the current culture that drives teaching and learning in Penicuik High School therefore we want them to shape our pupils' experiences. They are displayed around the school and feed into every part of school life from lesson planning to assemblies, to our behaviour policy and the whole structure of the school day. They are the heartbeat of our school and every staff member is committed to them.

Our core values help us to make strategic decisions within school. They also define the relationship between staff, pupils, parents and the wider community. Finally they also ensure

consistency across multiple areas within the school and foster a culture that helps people work together in an effective and valuable way.

Vision & Values Review

As you know there have been major changes to the Scottish Education System and we have fully reviewed our curriculum (Session 2019-20) and will review our ethos, vision and values in session 2021-22.

The Ethos review will invite all stakeholders to participate and opportunities to be involved will be shared through the website and school communications. Due to the Covid-19 pandemic this process has been delayed.

SCHOOL AIMS

Penicuik High School has been significantly impacted by the Covid-19 pandemic and as a result has had to develop a strategy to exit the pandemic in a way that ensures there is minimal disruption to pupils' learning. The school aims are re-evaluated every academic year to ensure we, as a school, are providing the best possible education for our young people. This year we have established the following aims:

New coherent 3 phase tracking and monitoring system including reporting

This system will allow pupils and parents to continually monitor progress throughout the academic year. It will also ensure teachers, support staff, pupils and parents have the data required to make positive interventions to ensure all pupils' learning needs are met. In doing this pupils will have a clear understanding of their progress in each class throughout the academic year giving them the opportunity to identify their own areas for improvement and most importantly give them autonomy over their own progress.

To improve learning and teaching a new assessment language has been developed.

High school is a daunting experience for young people where they experience a lot of pressures both academically and socially. In a bid to streamline their experience the school will be embarking on a new strategy for learning and teaching. Across the school pupils will be exposed to a shared assessment language to ensure they have a consistent experience, understand how they are being assessed, and most importantly are able to use this language to articulate their own progress and identify areas and targets for improvement. This language will be used within the reporting system which will also create a consistent approach for parents and a language that can be used with teachers at parents' evenings to discuss pupil successes and appropriate target setting.

New integrated approaches to Student Support

This will ensure all staff are kept continually informed of pupils' academic and personal circumstances. This will enable staff to support pupils in the best possible way both academically and emotionally.

New senior Student Leadership elections and portfolios

This approach enables our young people to take an active role in school improvement. All pupils are invited to take part in this democratic approach which sees our young people elected into vital roles within the school. In doing so the voice of the pupil body is regularly consulted in any decisions made in relation to a wide variety of school issues. It also allows pupils to voice their own opinions and ideas to the senior management team which ensures we are continually informed of the pupil experience and opinions at Penicuik High School.

Developing Scotland's Young Workforce

As part of the Scottish Government's requirement to integrate workplace skills into the classroom we have implemented a new employability class in S1 and S2 which will be continued into S3 and S4. In doing so we are ensuring our pupils not only develop knowledge and skills related to specific academic subjects, we are also ensuring they develop essential skills for the work place.

New consistently applied behaviour policy and protocols

To ensure there is a fair and consistent approach across the school we have re-evaluated our behaviour policy and protocols. The new system is on display in all classrooms across the school enabling all pupils to be aware of the consequences of actions should they make

inappropriate behaviour decisions within the classroom. This is not designed to be punitive, it is designed to maximise teaching and learning in every classroom across the school.

Health and wellbeing of young people

The Covid-19 pandemic has had an impact on everyone, most importantly on our young people. Our young people have now had two significant extended periods of time under home learning rather than within our school. This has had an impact academically, and most importantly, on their confidence in class. We are developing strategies to support our young people who are finding in school learning challenging. This is a continually evolving process and staff are utilising all their skills to support every pupil within the school. If you are concerned about the health and wellbeing of your child then please contact your child's guidance teacher and we will do our best to support your child in any way we can.

Disengagement has been identified as a significant issue as some young people are not used to the tight structure of the school day as a result of the school closure during the pandemic. We are monitoring all pupils and making use of the resources we have available to us to support any pupil who is struggling to engage. We now have a nurture base in school which is known as the Learning Centre and many pupils are now making use of this resource to help with their day to day experience and challenges in school.

Staff are also being trained in nurture and trauma informed practice through the local authority nurturing project. In all instances staff use restorative practice when working with pupils who find the classroom environment challenging. Staff are also continually differentiating work to ensure all pupils can access the class materials. Midlothian Council is working towards a scheme where all pupils will have access to a Chromebook which will help support pupils in class.

School Self Evaluation

Most importantly we are continually evaluating our own policies and procedures to ensure we provide the best possible education for our young people. Each year we evaluate our National Qualifications data to identify priorities for the following academic year. This year we plan to have a specific focus on numeracy, trying to ensure attainment for all. We are also evaluating our curriculum to ensure it fits the school context and demographic of our school population.

SCHOOL INFORMATION

Contact Details

| | |
|----------------------------|---|
| School Address | Penicuik High School 39A Carlops Road Penicuik EH26 9EP |
| Telephone Number | 01968 674165 |
| Email Address | penicuik_hs@midlothian.gov.uk |
| Website | https://penicuik.mgfl.net/ |
| School Roll | 640 |
| Denominational Status | Non-Denominational |
| Associated Primary Schools | Cornbank Primary School Cuiken Primary School Strathesk Primary School Sacred Heart Primary School |

When contacting the school we do recommend you telephone the main office as the administration staff are best placed to ensure your call is directed to the correct person. If you are emailing the school please write in the subject box “For the Attention of (FAO)” and insert the name of the staff member.

Our administration team are listed below:

ADMINISTRATION

| | |
|-----------------|-------------------|
| Mrs D Razavi | Admin Manager |
| Mrs S Duncanson | Support Assistant |
| Mrs L Davidson | Support Assistant |
| Mrs C Galloway | Support Assistant |

STAFF LIST

SENIOR MANAGEMENT TEAM

| | |
|---------------|----------------------------|
| Mr C Biddick | Head Teacher |
| Mrs D Burgess | Depute Head Teacher |
| Mr C Dewar | Acting Depute Head Teacher |
| Miss H Lyon | Acting Depute Head Teacher |

ART & DESIGN

| | |
|----------------|---------------------|
| Ms J Dixon | Head of Dept |
| Ms N Keir | Acting Head of Dept |
| Ms A Collop | |
| Ms E Cheltsova | NQT |

BUSINESS EDUCATION/COMPUTING/DESIGN & TECHNOLOGY

| | |
|----------------|--------------------|
| Mr P Beards | Faculty Head |
| Mr D Connolly | Business Education |
| Mrs M McGovern | Computing |
| Mr R Merson | CDT |
| Ms E Hall | CDT Technician |

ENGLISH/MEDIA

| | |
|---------------|---------------------|
| Mr M Smith | Head of Dept |
| Ms R Astor | Acting Head of Dept |
| Mr R Havill | |
| Mr S Milligan | (PT Guidance) |
| Mr S Laydon | |
| Ms H Wilson | NQT |
| Ms B Ewing | NQT |

GEOGRAPHY/HISTORY

| | |
|-----------------|-------------------------------------|
| Mr A Johnstone | Faculty Head |
| Miss Y Tavakoli | Geography |
| Ms S Blake | History |
| Ms A Tinning | History (Temporary Maternity Cover) |

GUIDANCE

| | |
|---------------------|-----------------------------|
| Mrs D Burgess | Depute Head Teacher |
| Mr D Saffhill | PT – C1 + 4C3 |
| Mrs M Murphy | PT – L2 + 5L3 |
| Mrs M Brandie | PT – L4 + 3L3 |
| Mrs L Wood (Acting) | PT – 3C5 + 4C5 |
| Mr S Milligen | APT – 2C1 + 2C5 + 4L4 + 5L4 |
| Ms S McLennan | PT - 4C1 + 5C5 |

HOME ECONOMICS

| | |
|-------------------|--------------|
| Ms G Gungui | Head of Dept |
| Mrs M Kinloch | |
| Mrs S Van Aswegen | |
| Mrs L Wood | |

LEARNING RESOURCES CENTRE

| | |
|------------|-----------|
| Mr N Smith | Librarian |
|------------|-----------|

MATHEMATICS

| | |
|------------------|---------------|
| Mr I Christie | Head of Dept |
| Mr D Saffhill | (PT Guidance) |
| Mrs E Cochrane | |
| Mrs L Bainbridge | |
| Ms M Hogg | |
| Miss K Hill | |
| Mr J Berry | NQT |

MODERN LANGUAGES

| | |
|---------------|---------------------|
| Mrs R Andrew | Head of Dept |
| Ms K McEvoy | Acting Head of Dept |
| Mrs M Brandie | (PT Guidance) |
| Ms L Mackay | |

MUSIC

| | |
|----------------|---------------|
| Mr K Murphy | Head of Dept |
| Mrs M Murphy | (PT Guidance) |
| Mrs S McIntosh | |

MUSIC INSTRUCTORS

BJ Waddell (Percussion)
S Docherty (Woodwind)
R Dick (Violin)
R Walker (Brass)
T Dance (Cello)
A Dugan (Piano)

PHYSICAL EDUCATION

| | |
|------------------|--------------|
| Miss N McShannon | Head of Dept |
| Mr C Hunter | |
| Miss C Galloway | NQT |

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

| | |
|----------------|---------------------|
| Miss L Graham | Acting Head of Dept |
| Ms S MacDonald | |

**SCIENCES
BIOLOGY**

Mrs A MacFadyen
Ms K Maden
Ms K Mcfadyen
Ms J Burrows

Faculty Head
NQT
NQT

CHEMISTRY

Ms E Campbell
Mr A Proctor

PHYSICS

Mrs C Redford
Ms S Preedy

SCIENCE TECHNICIAN

Miss G Brown

Science Technician

SUPPORT for LEARNING

Mrs T Edge-Loake
Mrs A Colquhoun
Mrs A Glen
Mrs K Harley
Ms C Pierrepont
Ms S Murray

Head of Dept
SfL Teacher
Learning Assistant
Learning Assistant
Learning Assistant
Learning Assistant

LEARNING ASSISTANTS

Mrs G Hardy
Ms L Simpson

YOUTH WORKER

Miss H Slaney

THE LEARNING CENTRE

Ms K Brack
Ms S MacDonald

CAREERS ADVISER

Mrs C Steele

Careers Adviser with SDS

GUIDANCE SYSTEM

The organisation of the Guidance System is supervised by the Depute Head Teacher (Student Support – Diane Burgess), working with Principal Teachers and the Heads of House. The main aims of the Guidance System are:

- to support the individual student's personal, social and intellectual development
- to foster the development of good relations between staff, students and parents
- to liaise with support and welfare services.

Guidance staff meet each Year Group once a week for Social Education.

Guidance staff are always available for consultation at Parents Evenings, but may be seen at other times by appointment. A telephone call or letter to the school will enable this to be arranged. Guidance staff may also initiate meetings with parents of individual students when mutual benefit seems likely. Parents are encouraged to contact the appropriate member of the guidance staff should they have any concerns regarding the progress of their child.

The Guidance Team comprises of:

| Clerk Maxwell House | | |
|---------------------|----------------|-----------------------------------|
| Mr D Saffhill | C1 + 4C3 | Principal Teacher Guidance |
| Miss S McLennan | C5 + 4C1 + 5C5 | Principal Teacher Guidance |
| Mrs L Wood | C5 + 3C5 + 4C5 | Acting Principal Teacher Guidance |

| Liddell House | | |
|---------------|-------------------------|-----------------------------------|
| Mrs M Murphy | L2 + 5L3 | Principal Teacher Guidance |
| Mrs M Brandie | L4 + 2L3 | Principal Teacher Guidance |
| Mr S Milligen | 2C1 + 2C5 + 4L4 + + 5L4 | Acting Principal Teacher Guidance |

Social Education

A Social Education Programme is organised for students from First to Sixth Years and includes topics concerning relationships, careers and health education, as well as other issues relating to society today. The Guidance Staff are responsible for writing and developing the Social Education Programme. Each class follows a scheme of work which covers the following main areas:

- moral values and personal ethics
- health education
- relationships with the community
- careers education

Student Support Group

Guidance staff meet twice monthly with Children's Services representatives, Educational Psychologist and Community Police Officer to look at possible strategies to support students and their families who are experiencing difficulties. Parents will be consulted before their child is discussed in this group. Links with other professionals are very close and regular contact and consultation with them is part of the on-going support offered to all students

THE SCHOOL DAY

S1-S6 School Day

| Monday to Thursday | | Friday | |
|---------------------------|----------------------|----------------------|----------------------|
| Registration | 8.30 - 8.40 | Registration | 8.30 – 8.40 |
| Period 1 | 8.40 – 9.30 | Period 1 | 8.40 – 9.30 |
| Period 2 | 9.30 – 10.20 | Period 2 | 9.30 – 10.20 |
| Period 3 | 10.20 – 11.10 | INTERVAL | 10.20 – 10.35 |
| INTERVAL | 11.10 – 11.25 | Period 3 | 10.35 – 11.25 |
| Period 4 | 11.25 – 12.15 | Period 4 | 11.25 – 12.15 |
| Period 5 | 12.15 – 13.05 | School Closes | 12.15 |
| LUNCH | 13.05 – 13.50 | | |
| Period 6 | 13.50 – 14.40 | | |
| Period 7 | 14.40 – 15.30 | | |
| School Closes | 15.30 | | |

SCHOOL EXPECTATIONS

“The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.”

It is important to emphasise that the curriculum is not just about learning facts and developing skills in the subjects taught. Good relationships among pupils, between pupils and teachers, and between teachers and parents contribute to children’s personal and social development. Children have to learn how to co-operate with and understand other children; how to acquire healthy habits and attitudes; how to solve problems and make decisions; and how to care for the environment.

The aim of Midlothian schools is to foster respect for each other and build positive relationships. We also actively promote a sense of responsibility, honesty, confidence and a caring attitude. We strive to follow the **Golden Rules**:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

While it is important to recognise positive behaviour, we recognise that at times, children require support to manage their actions. Children need to see this as a positive interaction and that it is ok to make mistakes. It is our job to support them through this process and demonstrate the steps that can be taken to reflect on certain behaviours, think about the impact of certain behaviours on others, and most importantly support any child so they understand there is no negative impact of stigma placed on them.

At Penicuik High School we always adopt a restorative practice approach when it comes to behaviour sanctions. We will always have the pupil’s best interests at heart and will also take into account the experiences and personal circumstances of the pupil involved. All sanctions imposed are not designed to be punitive, they are designed to help the pupil refocus and integrate positively into their next lesson with any teacher who has had no option but to apply these sanctions. We encourage all staff to view behaviour as a means of communication and therefore we encourage the use of restorative approaches, supportive conversations and very rarely punitive actions to make sure a child feels listened to and supported.

This is a standardised policy which operates across the whole school and ensures all pupils receive a consistent approach to positive behaviour within the school. At all times a de-escalation approach will be taken to ensure any pupil who finds themselves facing these sanctions feels they have the support to make positive behaviour choices.

CODE OF CONDUCT

Our Code of Conduct has been produced by students and staff and is firmly based on our school values, **P**articipation, **R**espect, **I**nclusion, **D**etermination and **E**xcellence (**PRIDE**).

Courtesy and respect for others

Our reputation as individuals and the reputation of the school largely depend on the way we behave towards others, both in and out of school. Students should always be polite to others and consider others in their actions. All staff, prefects and other students should be treated with courtesy and respect. Each student should be entitled to be treated with respect and courtesy.

Conduct in the corridors

The corridors are probably the most used part of the building by all staff, students and visitors. We should show consideration to all users of the building by acting responsibly at all times when using the corridors. Walk smartly, keeping to the left side. Carry bags on the right to avoid damaging the walls. Avoid crowding or pushing, especially on staircases.

Caring for the Environment

The future of our environment is vital to all of us. Each person has a responsibility to the environment. Treat the building and school equipment as if they were our own (they do belong to all of us) Put litter in the bins provided. We are part of the environment, therefore we should take pride in our own appearance. The school is our place of work and we should wear appropriate school dress.

Students are expected to arrive in the building on time, should students enter the building early they should be respectful and mindful that staff are busy working and preparing to set up for the day's learning. At all times pupils are expected to follow Penicuik High School's behaviour code and pupils who continually ignore this conduct will be subject to sanctions.

At break time pupils are not allowed to leave the school campus. At lunch time pupils in S2-S6 are allowed to leave the school campus to purchase lunch within the local community. At all times pupils wearing the Penicuik High School uniform are representing the school and therefore any pupil reported to be breaking the school behaviour code will have their lunchtime privileges to leave campus revoked.

Bullying

Bullying is unacceptable in all schools and we encourage all pupils and their parents to inform us immediately if they know of someone who is being bullied. We encourage all pupils to understand that only by letting someone know about the problem can it be discussed and a solution reached.

We aim to be proactive and discuss the effects of bullying with the children through class discussions and at school assemblies. We encourage parents and carers to make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access from home. We also encourage all parents to be vigilant in checking their child/children's mobile phones regularly to ensure positive communication is encouraged between peers.

Mobile Phone Policy

We understand that parents equip their child/children with mobile phones to ensure their safety whilst away from home. During the school day mobile phones should be switched off and kept in school bags. If pupils are caught using their phones during lessons they may be confiscated until the end of the lesson/end of school day. Midlothian Council will take no responsibility for mobile phones lost on school grounds.

Anti-Weapon/Knife Policy

Midlothian Council advocates the Scottish Government's public health approach to tackling violence by educating the young people in our care. Midlothian Council aims to invest in early education to deter and divert young people from harmful behaviours and encourage positive relationships founded on respect, tolerance and inclusion. Pupils are educated on what constitutes a weapon, what steps they should take if they know another pupil is carrying a weapon and what to do if they are confronted with a weapon. Parents will also be issued with this information to encourage open and honest conversation amongst our children and young people.

PENICUIK HIGH SCHOOL CLASSROOM EXPECTATIONS

Within the classroom all pupils are encouraged to engage in the learning and reflect our **PRIDE** values at all times. In instances where this is not the case the following steps will be taken. These steps are visible in all classrooms and therefore all pupils are familiar with the consequences of inappropriate conduct.

Step 1 – First Verbal Warning

Step 2 – Second Verbal Warning

Step 3 – Isolation within the classroom

Step 4 – Sent to Principal Teacher of the department:

- **S1- S3 pupils will be isolated in PT's classroom or within a senior class.**
- **S4-S6 pupils will be isolated in PT's classroom and Senior Management will be involved.**
- **All parents will be sent an "out of class" text alert.**

Step 5 – Class teacher will complete a referral to relevant senior staff

Step 6 – Should behaviour continue to deteriorate sanctions such as detentions, behaviour monitors and exclusions will apply.

THE SCHOOL UNIFORM

Our School Uniform plays an important part in promoting our PRIDE values and school ethos. We are delighted to now have a new blazer that our current S5 and S6 prefects have been wearing since our re-opening in March. We believe having high expectations in relation to uniform sets the correct tone with our students, it is evidence of equity in our school community and portrays a positive image of the school to our local community and visitors alike. For session 2021-22 all students will have the opportunity to wear a blazer, including our new S1 students. Information for ordering blazers for next session will be released in due course.

Policy Overview

A school is judged, amongst other things, by the conduct, engagement and appearance of its students. There is a clear expectation at Penicuik High School that students will arrive at school prepared for all lessons and in appropriate uniform.

School Uniform

A good standard of dress and appearance encourages a sense of pride in the school. Educational research has shown that a formal school dress code does improve pupil attainment and promotes a positive ethos. Since August 2006 we have had a formal school dress code for all pupils attending Penicuik High School. This code is clear and simple and is compulsory for all pupils. Quite simply the school wishes to remove any doubt about what can and cannot be worn to school. Our dress code is affordable, practical and smart.

The school dress code is

White shirt or blouse
Black V neck jumper or cardigan
School tie
Black trousers or skirt
Black shoes

Outdoor clothing must be removed in all classes. Football scarves and colours are not allowed in school. The present school uniform policy was introduced into Penicuik High School with the full support and agreement of pupils, parents and staff.

Clothing Grants

The authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of the following can apply for a clothing grant:

- Income Support
- Income-based Jobseekers Allowance
- Child Tax Credit but not Working Tax Credit and where income is less than £16,105 as assessed by the Inland Revenue
- An Asylum Seeker under Part VI of the Immigration and Asylum Act 1999
- Any income related element of Employment Support Allowance
- Parent/Carer is in receipt of Working Tax Credit (Currently below £6,420)
- Universal Credit where your maximum monthly income does not exceed £610 as shown on your monthly Universal Credit statement

Other cases will be determined according to the personal circumstances of the family. Parents/Carers who wish to apply for the scheme should complete an application form which is available from the school or online at:

https://www.midlothian.gov.uk/info/855/school_meals/117/free_school_meals_and_clothing_grants

Equipment for Class

Students are expected to report for class with all necessary equipment, pencil, pen, calculator etc. Specific requirements will be made clear by individual subjects, for example the PE Department's 'No Note' Policy.

Calculators

At the time of transfer from primary to secondary many parents are keen to equip their child with a calculator. If you are thinking of making a purchase, then we would recommend that a Scientific Calculator, rather than just a basic function calculator, is bought. With a Scientific Calculator, most of your child's mathematical needs will be catered for. Furthermore, the Maths Department is able to recommend the most cost effective machine available each year. At present the department makes bulk orders to enable students to make a purchase at a discount price. Students will have an opportunity to buy a calculator from the Maths Department in their first term at the High School.

French Dictionaries

The Modern Languages Department would like to emphasise the importance and usefulness of pupils having access at home to a bilingual dictionary in the language they are learning. This helps them develop dictionary skills and allows them to complete a wider range of homework tasks. Given that pupils are entitled to use a dictionary in SQA exams, it is extremely important that they are familiar with using a bilingual dictionary.

The department can make a bulk order to enable students to purchase dictionaries at a discounted price shortly after they enter S1, but should you wish to purchase a dictionary in the meantime, we would recommend the Collins' Easy Learning Dictionary which is available in most large bookshops.

Pupils' Personal Belongings/Lost Property

All clothing should be marked clearly and indelibly with the owner's name. Money or valuables must not be left unattended in coat pockets or schoolbags. We actively encourage students to leave high value personal belongings at home. Students who lose or find anything of value should report it to the school office or the janitor.

PARENTS ARE ADVISED TO SEE THAT STUDENTS' BELONGINGS ARE COVERED BY A DOMESTIC INSURANCE POLICY AS THE SCHOOL AND THE COUNCIL WILL TAKE NO RESPONSIBILITY FOR ANY PERSONAL ITEMS THAT ARE MISPLACED IN SCHOOL.

Autumn

- Term starts: Wednesday 17 August 2022
- Autumn holiday: Friday 16 September to Monday 19 September 2022 inclusive
- Midterm:
 - All break: Friday 14 October 2022
 - Pupils resume: Tuesday 25 October 2022
- Term ends: Tuesday 20 December 2022

Spring

- Term starts: Thursday 5 January 2023
- Midterm:
 - All break: Friday 10 February 2023
 - All resume: Monday 20 February 2023
- Term ends: Friday 31 March 2023

Summer

- Term starts: Monday 17 April 2023
- May Day: Monday 1 May 2023
- Victoria Day: Monday 22 May 2023
- Term ends: Wednesday 28 June 2023

Staff development/non-pupil days

- Monday 15, Tuesday 16 August 2022
- Monday 24 October 2022
- Wednesday 4 January 2023
- Monday 22 May 2023

Schools set their own start and finish times. To find out what time the school day finishes on the last day of term, contact your school.

Information regarding school holidays can be found on Midlothian Council's website. The following link details the holidays for our current academic year and future academic years: https://www.midlothian.gov.uk/info/878/schools/2/school_term_dates_and_holidays

REGISTRATION, ENROLMENT & TRANSITION

Registration

Pupils living within the catchment area will be automatically enrolled at Penicuik High school as they have priority for admission in accordance with Midlothian Council policy. This will usually be done through their associated primary school and parents will receive confirmation of the catchment secondary school serving their home by the end of November. No further action is normally required if you want your child to attend the catchment secondary school.

Placing Requests Secondary

If you wish your child to attend a school other than their local one you can make a placing request to that specific school. Applications should be made in writing to the Head of Education. If a pupil has gained a place at a primary school out with their catchment area it does not guarantee a place at the feeder secondary school if that is also out with their catchment area. Parents will have to apply for a place at this school as well.

Parents should note that making a placing request does not guarantee a place at the school. There are a number of different school constraints that have to be taken into account before a decision can be made, an example being legal constraints regarding staff to pupil ratios. We will endeavour to accommodate placing requests where we can, however there are factors which are out with our control.

In June, if it is confirmed that you have a place at the school, you will be invited to a meeting about starting school, your child will also be invited to take part in the S1 transition visit.

Transition

Primary 7 Transition can be a time of great excitement but also one of nervousness or uncertainty. At Penicuik High School we aim to make the Transition process as smooth as possible for all the young people who will be joining us. To achieve this we work closely with our primary colleagues both in our cluster primary schools (Cornbank Primary, Cuiken Primary, Strathesk Primary and Sacred Heart Primary) but also with colleagues across the region and beyond. Transition working begins in early September and continues through to when the students finally join us in August.

The differences between primary and secondary arrangements may appear obvious to an adult. However, to a youngster who is moving into a new learning environment, these differences can appear quite daunting at first and we would appreciate it if parents would contact the school if their child seems anxious about any issues concerning their new school.

Primary 7 pupils:

- spend most of the week with one teacher
- spend most of their school time in one classroom
- will be used to being the oldest pupils in a smaller school
- will have a group of close friends

However, S1 students:

- will be taught by at least twelve teachers
- will move from room to room, depending on subjects taught each day
- will become the youngest people in a relatively large and complex school
- will form new friendships with fellow S1 students from other primary schools.

Enhanced Transition

Primary and secondary staff work together in the months before transition to ensure secondary staff are aware of all pupils' needs, and to alleviate any worries pupils may have regarding transition. Enhanced transitions take place for pupils identified as needing extra support by their P7 teacher. Pupils who are anxious about transition to secondary school, pupils with additional support needs, and pupils who have certain medical conditions are all examples of pupils who may benefit from an enhanced transition. Enhanced transitions will involve more visits to the chosen secondary school, a chance to go on school cluster camp to get to know other pupils who will be attending the same high school, and Guidance teachers will also visit primary schools to talk to pupils and answer any questions they may have.

Transition Support

To support students through P7 Transition one member of Guidance staff and our PT SFL act as link staff for each of our Cluster Primary Schools. Identified staff will attend Primary planning meetings as appropriate and will liaise with the primary schools on pupil transition. The allocated staff are:

Cornbank Primary School:

Mrs Tracey Edge-Loake, PT SFL
Mrs Morven Murphy, PT Guidance

Cuiken Primary School:

Mrs Tracey Edge-Loake, PT SFL
Mr David Saffhill, PT Guidance

Sacred Heart Primary School:

Mrs Tracey Edge-Loake, PT SFL
Mrs Margaret Brandie, PT Guidance

Strathesk Primary School

Mrs Tracey Edge-Loake, PT SFL
Ms Leigh Wood, PT Guidance

Transition News

All important information for parents and students will be sent out to primary schools in the form of letters. Parents can also keep up to date with transition news and take a virtual tour of the school through our website on the following page: <https://penicuik.mgfl.net/p7-transition/> The school will also post updates on twitter so please follow us @PenicuikHS

If you have any questions or queries regarding the P7 transition, please contact the school at transition.penicuik@midlothian.education

ATTENDANCE PROCEDURES

To ensure the safety and wellbeing of your child/children Midlothian Council requests that all parents follow the procedures laid out below to notify the school of any absence as soon as is practically possible.

Section 30 of the Education Act 1980 lays down a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland) Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Registration

All students are required to register with their Teacher at registration and the start of each period. Immediately after students have registered in their register class, the information is recorded on the computer in the school office. Every member of staff then receives a copy of the computer printout showing attendance each day and can, therefore, check attendance on a period-by-period basis throughout the day. Also shown on this printout are the day's medical/dental appointments as notified to the school office via letters/appointment cards/emails and telephone calls.

Late Arrival

Parents/Carers are encouraged to ensure their child/children come to school punctually. Pupils should be on the school grounds for the bell ringing. It is our main focus to encourage parents and children to recognise the value of learning and the pitfalls of disrupting learning for the children, the rest of the class and the teacher. Prompt attendance will ensure they make good relationships and fulfil their potential.

Students arriving late will be registered late by their register teacher up to 8.40am. Pupils arriving after 8.40am will be registered late by the school office. This system enables Guidance Staff to spot attendance problems at an early stage and take preventative measures. Parents will be notified of any pattern of lateness or suspected truancy.

Pupil Safety

The school has an automatic communication system that contacts parents directly if a child is marked absent at the start of the school day, and if they are marked absent from a class throughout the day when they have been present in school that morning. This is to ensure the safety of all pupils and is a Scottish Government requirement to advise all parents of a child's absence from school. It provides us with an early warning system should any child go missing from school enabling us to act promptly and ensure the safety of your child.

Absence from School

Parents should inform the school by 9:00 am on the first morning of an absence and provide a reason for the pupil's absence. We ask that parents keep us continually informed of pupil absences of more than 24 hours so we can maintain our role in ensuring the safety and well-being of your child. The school will contact the pupil's parent/carer and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10.00 am on the first morning of an absence and early in the afternoon in the

case of an afternoon absence. Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts. **We have a statutory obligation to contact other agencies if no contact with the pupil's family can be achieved, and if there are continuing or emerging concerns about a pupil's safety or wellbeing.**

On return to school parents should provide a note explaining the reason for absence. This is because we have to keep them on record. In the case of a pupil returning with no note or explanation the absence will be recorded as unauthorised. Schools investigate unexplained absence; the Education Service has the responsibility to write to, interview or prosecute parents, or refer pupils to the Children's Reporter, if necessary. The school closely monitors absence as the expectation is that each child attends a minimum of **96%** of sessions in the school academic year. Letters are issued to parents when attendance rates fall below **96%**. Persistent absence is referred to as the 'Team Around The Child' (TATC) team.

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education out with school after 15 days, 12 of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

Medical/Dental Appointments

If your child has a medical or dental appointment that requires full or partial absence of a school day please inform us in advance if this is possible. Please call or send a note to the school office so these appointments can be recorded. Any child who needs to leave during the school day will only be released when they are collected by a known adult, i.e. parent, grandparent or an emergency contact at school reception. We also ask that any child returning during the school day visits reception and signs back into school.

Family Holidays

It is our main focus to encourage parents and children to recognise the value of learning and the pitfalls of disrupting learning for the children, the rest of the class and the teacher. Therefore parents should put any requests for leave of absence, such as family holidays, family or personal days, and religious festivals, during term time to the Head Teacher in writing.

Good attendance is vital if pupils are to achieve their full potential. When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision will:

- Result in a significant loss in classroom experience and lead to gaps in their learning
- Result in a pressure to 'catch up' on missed work by pupils
- Could result in pupils missing assessments with further impact on pupils and teachers
- Could result in the loss of curricular activities
- Will affect school attendance records and efforts to raise standards of attendance
- Under the guidance issued at national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

SQA Dates & Deadlines

The SQA examination diet will take place in May and June each year. Some courses with a practical element will complete part of their SQA exams earlier than this. Pupils will be notified in good time of the dates of examinations but parents must not arrange holidays for their children when they have these national examinations. **Parents should note that the school or authority has no control over these deadlines.**

Further to this, most Senior Phase pupils undertake preliminary examinations during January and February and are likely to be engaged in continuous internal assessment activities throughout the year. Consequently, absence during S4-S6 is particularly detrimental to progress and attainment. Please note that schools are bound by national policy and therefore must adhere to the legislation below.

National Guidance on Attendance in relation to Family Holidays

Scottish Government Guidance on the management of attendance and absence in Scottish schools states:

Every effort should be made to avoid family holidays during term time as this both disrupts the children's education and reduces learning time. It has been clarified that family holidays should not be recorded as an authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is accommodated (e.g. armed services or emergency services).

The categorisation of most term time holidays, as unauthorised absence, has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Religious Festivals

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

MEDICAL & HEALTH INFORMATION

Illness at School

If your child is taken ill at school then you or your emergency contact will be notified and asked to collect your child at school. No child is allowed to leave school during class time unless accompanied by an adult.

Where a child has a contagious condition, which may lead to others being affected, the school should be notified. We ask that pupils who have been off as a result of sickness bugs do not return to school until 48 hours after their last bout of sickness.

In the unlikely event of your child requiring hospital treatment we will inform you, take your child to hospital, and meet you there.

Medication

If your child requires medication to be administered during the school day then please visit reception and ask for a form to permit our staff to administer medication accordingly. We can only administer medication that has previously been administered at home.

Chronic Health Conditions/Severe Allergies

Should your child have a serious, complex or life-threatening illness, then a medical care plan will be completed and, with your permission, a photograph displayed with medical information on it so that all staff know how best to help them. The school logs:

- All medication taken
- All incidents where medication needs to be administered at school
- All changes to medical conditions/medication as instructed from parents
- All medication stored in school. In the case of EpiPens we ask that parents ensure two EpiPens are stored in school and that these are updated regularly to ensure the medication is still in date. Only staff trained will be allowed to administer EpiPens.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the class teacher or Head Teacher. Schools can make referrals to the Child and Adolescent Mental Health Services (CAMHS) where advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

School Nurse

School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with community paediatricians.

Hearing

If you have concerns about your child's hearing the school can refer him or her to the appropriate specialist directly.

Speech and Language Therapist

The speech and language therapist can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication.

Dental Treatment

The dentist visits the school annually to inspect the pupil's teeth. You will be informed of the date they will attend and have the right to decline the inspection. The dentist will inform you if your child requires any treatment. Any enquiries concerning the provision of dental services should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR, Telephone 0131 667 7114

Period Poverty

Midlothian Council is committed to ensuring period poverty does not become an issue for our pupils. Our schools provide free sanitary products which are obtained unobtrusively without having to ask an adult. Also all school toilets contain sanitary disposal units. All pupils are reminded of these facilities on a regular basis.

We understand this can be a challenging experience for young girls and therefore encourage open and honest conversations with adults your child feels comfortable with. Your child's wellbeing is always at the forefront of our minds and therefore there are named individuals in schools who will assist pupils in these matters to ensure they feel comfortable, supported and ultimately well taken care of.

SCHOOL CLOSURE & EMERGENCY PROCEDURES

School Closures

We make every effort to maintain a full educational service at all times, however in situations outwith our control such as severe weather, power failures, temporary interruption of transport, and government directives we may have to close early or in extreme cases close for the full school day. For this reason it is important that your contact details are kept up to date. Midlothian Council's general policy is to remain open where possible as we understand this has a detrimental impact on parent's working hours, however, the safety of your children is our absolute priority and that will always be in the forefront of any decision taken to close the school. Any decision to close the school will be made by the Head Teacher in collaboration with the Director of Children, Young People and Partnerships.

Procedures for Early Closure

In the event of an emergency or unplanned closure during the school day you will be contacted by text through the group call text system. The school will not release any pupils until a known parent or emergency contact arrives to collect them. Pupils who use school transport will be dismissed when we have ensured that the school bus is available to transport them home.

Procedures for Delayed Opening

We may decide, given the particular circumstances, to delay the start of the school day. This allows all pupils and staff more time to get to school safely in the event of bad weather. Should this happen an announcement will be broadcast on local and Scottish radio, television, the Midlothian website and on social media.

Procedures for Full Day Closure

In the event of a full school closure an announcement will be broadcast on local and Scottish radio, television, the Midlothian website and on social media. We ask, if possible, that parents share this information as soon as possible to ensure all parents are fully informed of any school closure, and are able to make suitable arrangements for their children to be cared for. We will do all we can to keep parents informed about the details of closure or re-opening.

At any time of severe weather, the final decision on whether a pupil attends school rests with their parent/carer.

School Emergencies

In the event of the school grounds being evacuated in an emergency, pupils will be taken to a safe location where parents/carers will be asked to collect their child/children.

School Closures and School Work

In the event of a school closure work will be made available for your child through Google Classroom. If the school is closed for one day work will be provided from the classes your child would have had that day. In the case of multiple school closure days pupils should follow their usual timetable and expect work to be provided from those teachers.

TRANSPORT

The authority has a statutory responsibility as defined by the **Education (Scotland) Act 1980** to provide and finance the transport of school pupils who live specified distances from school. The statutory qualifying age for pupils of school age under **eight years is two miles**, and for those **eight years and over it is three miles**.

In providing school transport services, the Council aims to ensure that children travel in safety and reasonable comfort, avoiding unnecessarily long journeys or waiting times, whilst organising the service in the most cost-effective manner.

Midlothian Council states:

“The Authority currently pays the travelling expenses of pupils attending the catchment school who live more than two miles from that school. As of session 2019- 2020 pupils under the age of eight, who live more than two miles from their catchment school, will continue to be provided with travelling expenses. Pupils over the age of eight, who live more than three miles from their catchment school, will be provided with travelling expenses.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the catchment school and who are not normally entitled to free transport; however a charge may be made for this service.

Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the catchment school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available.

Parents who choose to send their children to a school other than the catchment school will not receive assistance in relation to travel to and from school.”

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FINANCIAL SUPPORT

Free School Meals

Under the Education Committee's policy, children in attendance at schools under the management of the authority are entitled to free school meals if their parents are in receipt of the following:

- Income Support
- Income-based Jobseekers Allowance
- Child Tax Credit but not Working Tax Credit and where income is less than £16,105 as assessed by the Inland Revenue
- An Asylum Seeker under Part VI of the Immigration and Asylum Act 1999
- Any income related element of Employment Support Allowance
- Parent/Carer is in receipt of Working Tax Credit (Currently below £6,420)
- Universal Credit where your maximum monthly income does not exceed £610 as shown on your monthly Universal Credit statement
- Children attending certain special schools where eating skills and the midday meal are part of the educational programme.

Further information and an application form can be obtained from the school or from the Midlothian Council Website at the link below:

https://www.midlothian.gov.uk/info/855/school_meals/117/free_school_meals_and_clothing_grants

Education Maintenance Allowance

Education Maintenance Allowance (EMA) is available to students who will have reached their sixteenth birthday after 1 March and have decided to stay on at school from August in the next academic session. The EMA is a means tested weekly allowance of £30, paid fortnightly into the student's bank account in arrears.

Your household income will also determine if you're eligible for EMA. Household income is the income of your parent(s) or carer(s) who live with you. To qualify, households with one dependent child must be earning £24,421 per year or less, and households with more than one dependent child must be earning £26,884 or less, before tax.

Payment is dependent on the student attaining full attendance in each week of the payment period. Application packs can be obtained from the school or from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

Please see the information regarding school uniform to find information regarding Clothing Grants for school uniform.

MEDIA POLICY

At the start of each academic year each pupil will be given a media policy form (data form) to fill in and return to school. This form allows parents to indicate their preferences for their child regarding the use of images and film clips for use on the school website and on social media. Parents are well within their rights to state they do not want their child included in any images or photographs that are placed on the school website or social media sites. All class teachers will be informed of any child in their class who does not have permission for their images to be shared to ensure the wishes of the parent are upheld.

Learning and Digital Technology

There are occasions where the class teacher will take images or film clips of pupils to document learning. The class teacher may also use Professional Development resources such as IRIS Connect which allows the teacher to record a particular lesson for review at a later date to inform on their own practice. In these instances any media collected will be for the sole use of the teacher or school and will not be placed on the website or on social media.

School Events

Parents are encouraged to document important milestones in their child's education, however we ask parents to be mindful that these must not be shared or posted online and can only be kept for personal viewing.

We have a duty to protect vulnerable children in our care and therefore there may be instances where parents/carers will not be allowed to film/photograph events. Whilst we understand this may be disappointing for you we must ask that you strictly adhere to the instructions of the Head Teacher as sharing images of care experienced pupils on social media could violate their protection orders.

HEALTH, WELLBEING & SAFEGUARDING

“The Education Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.”

All visitors must report to the reception area and be issued with an authorised visitor badge before proceeding through the school.

If your child is late they should go to the main entrance to be welcomed and signed in. It is important that they follow this procedure so we know who is in the school building at all times.

To ensure the safety of all staff and children on Midlothian School grounds we ensure the following:

- Access to the school is secured and monitored during the school day
- Annual risk assessments regarding the building and grounds of the school
- Safety and electrical equipment are checked every year
- Four fire drills every year
- A number of staff within the school have an Emergency First Aid certificate
- Key members of staff have minibs licences
- Every member of staff is trained in Child Protection procedures
- Risk assessments are carried out for all school trips and activities that take place outside the classroom.

Child Protection

The Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils that include having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh and Lothians' Child Protection Committee's "Child Protection Guidelines" which are used by all Midlothian schools and our partner agencies.

In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, the school's designated Child Protection Co-ordinator or the Information Officer, Co-ordinated Services for Children and Young People.

HEALTH, WELLBEING & SAFEGUARDING

Student Support

We will seek to keep children and young people safe by:

- Valuing them, listening to and respecting them
- Appointing a Designated Member of Staff for Safeguarding and Child Protection for the school and also a deputy
- Adopting the processes and procedures contained within Edinburgh and Lothians' Inter-Agency Child Protection Procedures
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through training, support and quality assurance measures
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Recording and storing information professionally and securely
- Using our procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, one to one discussions

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age 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.

Further details can be obtained from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZQ.

LEAVING DATES

There are two official leaving dates each session. Details are as follows:

Summer Leaving Date

A pupil whose sixteenth birthday is on or after 1 March but before 1 October can leave school on 31 May.

Winter Leaving Date

A pupil whose sixteenth birthday is on or after 1 October but before the first day of the Christmas holiday period can leave school on the first day of the Christmas holidays (or 21 December if earlier)

A pupil whose sixteenth birthday falls after the winter leaving date but before 1 March can leave school on the first day of the Christmas holidays (or 21 December if earlier)

Employment

Pupils who have reached school leaving age can take up full employment even though they may not have reached their sixteenth birthday, although certain industries may have a minimum age for employment. Pupils of school age cannot take up full employment, it should be noted that apprenticeships count as full employment.

A pupil of school age can be given exemption from school attendance to begin a full time course of Further Education or to take part in an extended work experience placement. Such cases will be considered on their merit depending on the educational needs of the child and in consultation with the pupil's parents and the principal of the Further Education College.

The following is a statement by Midlothian Council regarding the employment of children:

“Children under the statutory school leaving age can only be employed within the terms of the Council’s bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age 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.”

*Further details can be obtained from:
Education and Children’s Services Division
Fairfield House
8 Lothian Road
Dalkeith
EH223Z*

THE PARENTS' ASSOCIATION

The Parents' Association are the parents and carers of pupils at Penicuik High School. Our role is to:

- Support the school in its work with students
- Represent the views of all parents
- Encourage links between the school, parents, students and the wider community
- Report back to all parents
- Play a role in the appointment of the Head Teacher and Depute Head Teachers
- Support the school during school inspections
- Fulfill a fundraising role

There are lots of ways that parents, carers (or even grandparents) can get involved so please come along to a meeting, offer your support in any way you can and give us your ideas and feedback.

You can do this at a meeting, via the school office, by joining the [Penicuik High School Parents Association Facebook group](#) or by emailing us at penicuikhspa@gmail.com.

Current office holders are:

Pauline Pender (Chair)
Vacancy (Vice Chair)
Sharon Bravey (Treasurer)
Jill Doyle (50:50 club)
Julie Begbie (Facebook group administrator)
Rowena Robbie (PA rep on Eco-committee).

These meeting are expected to be conducted via the ZOOM communication platform for the foreseeable future, to join a meeting send a request to penicuikhspa@gmail.com.

SCOTTISH SCHOOL CURRICULUM

Curriculum for Excellence

Curriculum for Excellence (CfE) aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18 years. More information can be obtained by visiting the Education Scotland website. **Broad General Education covers S1 – S3 and Senior Phase covers S4-S6.**

Four Capacities

The aims of Curriculum for Excellence are that every child and young person should know that they are valued and will be supported to become:

- Successful Learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

Every pupil will experience a traditionally broad Scottish Curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

Seven Principles

Every young person should also experience a traditionally broad curriculum that develops:

- Challenge and Enjoyment
- Breadth
- Depth
- Personalisation & Choice
- Coherence
- Relevance

Levels

The experiences, outcomes and benchmarks under Curriculum for Excellence are written at five levels, with progression to qualifications described under the Senior Phase. Pupils move between levels at their own pace ensuring they progress with their learning leaving at a pace which suits them and ensures there are no gaps in their education. An indication of suggested level progression is detailed below:

| | |
|---------------------|-----------------------|
| Early Level | Preschool years to P1 |
| First Level | P1 to the end of P4 |
| Second Level | P4 to the end of P7 |
| Third Level | P7 to the end of S2 |
| Fourth Level | S2 to the end of S3 |
| Certificate Courses | S4 to the end of S6 |

Parents should note that these are suggested routes of progression and that every child is an individual who will progress at their own level of learning supported by their teacher/teachers.

PENICUIK HIGH SCHOOL CURRICULUM

One of the key entitlements of CfE is that all children should receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before moving on to a Senior Phase in S4 to S6 which will include studying for National Qualifications.

The Broad General Education S1 – S3

In Penicuik High school we ensure that young people have this broad experience across the curriculum areas up to the end of S3. Your child is provided with knowledge and a wide range of skills and exciting experiences that they can draw on as their lives, careers and job opportunities change.

In S1 to S3, CfE means more themed and project learning (often referred to as interdisciplinary learning), as well as wider opportunities to show how skills and knowledge can be used in challenging, different and interesting ways across a full range of subjects. Planned opportunities arise throughout S1 to S3 for young people to follow their interests, and in S3 all young people have the opportunity for personalisation and choice within a curricular area. All young people in S1 and S2 have the chance to engage with Outdoor Education and a health and wellbeing award, and there are Enrichment Opportunities in S3 for those who learn best beyond the traditional classroom.

The Senior Phase S4 – S6

By the end of S3, pupils will have developed the depth of knowledge and understanding, and the skills necessary, to lay the foundations for more specialised learning in the Senior Phase. During S4-6, young people study for 6 different courses to obtain National Qualifications and, where appropriate, other accredited awards.

The SQA have developed these qualifications to build on the learning and teaching embedded in Curriculum for Excellence. Most pupils will work towards National Qualifications at the appropriate level: National 3, 4, 5, Higher or Advanced Higher. Pupils will study subjects at a level appropriate to their abilities.

National 3 and 4 are entirely internally assessed, although verification by SQA ensures adherence to national standards. National 5 courses have an external examination plus, in most cases, folio/project-type work externally assessed by the SQA. Highers remain the 'gold standard' in terms of demonstrating academic attainment, and we also have a healthy range of Advanced Highers to challenge those planning to enter higher education.

We encourage our young people to view our Senior Phase as a three year pathway. Our 'stage not age' approach means that, for example, a number of our S4 learners are already tackling Highers in one or more subjects. Equally, S5 or S6 learners can also access courses at National 3-5 Level if this presents the best chance of attainment.

At all stages, a comprehensive advice and information system exists within school, guiding young people and their parents on which courses to study, and at what level. Presentation in examinations is always conditional on performance throughout the course, and parents/carers will be notified of any progress concerns at key points throughout the year, as outlined in the Tracking, Monitoring and Reporting Calendar on the website. Parents/carers can of course contact the school at any time with any concerns they may have.

Our Curriculum Map below outlines the curriculum your child will experience depending on their year group.

Penicuik High School
Curriculum Map
Session 2021-2022



| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-------|---|---|---|---|---------|---|---|---|----|------------------|----|----|---------|----|----|-----------------|----|----|-----------------|------|--------------|----|----|--------------------|-------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| S1 | Maths | | | | | English | | | | | Modern Languages | | | Science | | | Social Subjects | | | Expressive Arts | | Technologies | | | Health & Wellbeing | | | | | RE | E | |
| | M | M | M | M | M | E | E | E | E | E | L | L | L | Sc | Sc | Sc | SS | SS | SS | A | A Mu | Mu | CT | CT | DT | DT HE | HE | PE | PE | SE | RE | E |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|-------|---|---|---|---|---------|---|---|---|----|------------------|----|----|---------|----|----|-----------------|----|----|-----------------|------|--------------|----|--------------------|-------|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| S2 | Maths | | | | | English | | | | | Modern Languages | | | Science | | | Social Subjects | | | Expressive Arts | | Technologies | | Health & Wellbeing | | | | | RE | E | | |
| 21- | M | M | M | M | M | E | E | E | E | E | L | L | L | Sc | Sc | Sc | SS | SS | SS | A | A Mu | Mu | CT | DT | DT HE | HE | PE | PE | SE | RE | RE | E |

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|----|-------|---|---|---|---------|---|---|---|----------|----|----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|--------------------|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| S3 | Maths | | | | English | | | | Choice 1 | | | Choice 2 | | | Choice 3 | | | Choice 4 | | | Choice 5 | | | Choice 6 | | | Choice 7 | | | Health & Wellbeing | | |
| | M | M | M | M | E | E | E | E | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 7 | PE | PE | SE RE |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-------|---|---|---|---------|---|---|---|-------------------------|----|----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|--------------------|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| S4 | Maths | | | | English | | | | Choice 1 (inc. College) | | | Choice 2 | | | Choice 3 | | | Choice 4 | | | Choice 5 | | | Health & Wellbeing | | RE | | | | | | |
| | M | M | M | M | E | E | E | E | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | PE | PE | SE | RE |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------|-------------------------|---|---|---|---|----------|---|---|---|----|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|--------------------|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| S5/6 | Choice 1 (inc. College) | | | | | Choice 2 | | | | | Choice 3 | | | | | Choice 4 | | | | | Choice 5 | | | | | Health & Wellbeing | | | | | | |
| | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | SE | PE RE |

Please visit our website to view information regarding specific subjects and the course material and skills they cover. <https://penicuik.mgfl.net/curriculum/>

Positive Destinations

All pupils will be encouraged to follow their own aspirations when selecting qualifications in the Senior Phase. Some pupils may choose to apply to university where they will have to meet qualification conditions for entry. Some pupils may apply for a modern apprenticeship as they feel university is not for them yet they still want to pursue further education. Some pupils will apply for college courses and some pupils will leave school and enter the world of work. We encourage pupils to follow their ambitions and dreams to ensure they pursue a career of their choosing.

Through the Student Support system each student undergoes a programme of learning that prepares them for life after school. For schools, this is known as working towards a 'positive destination'. For students this typically means a place at university, college, employment, training, or voluntary work. We work in partnership with a range of agencies to secure a positive destination for our students. This includes LEAPs to assist with university applicants and Edinburgh College.

A range of speakers and events are also organised to support students with applications, CVs and interview skills. We work closely with Skills Development Scotland to offer students career advice and individual support on an on-going basis.

Developing Scotland's Young Workforce

Embedded in the curriculum from S1 – S6 are skills for lifelong learning and work. We have committed to working together with partner agencies to build a society in which everyone can play their full part and share the benefits of success. A critical element of achieving this is in equipping our young people for employment. In every lesson pupils will be taught workplace skills alongside curricular knowledge and skills to ensure they are fully equipped to enter the world of work.

Religious and Moral Education

There are core courses in Religious Education from S1 to S6. Young people may also choose to follow additional courses in RMPS (Religious, Moral and Philosophical Studies) as part of their personalisation and choice in S3 or National Qualifications in the Senior Phase.

Assemblies are held on a regular basis throughout the school year. Pupils assemble in year groups or in House groups. Cultural diversity is celebrated during some of these assemblies in order to raise awareness and to promote understanding of world religions.

Parents have the right to withdraw their children from these courses and assemblies if they wish. Any parent wishing to do so should contact the Head Teacher in writing so that alternative arrangements can be made.

Music Tuition

We are fortunate that subsidised music tuition is available for young people who show an aptitude for music. Tuition is available from qualified instructors in guitar and the main orchestral instruments.

Pupils are extracted from classes on a rota basis so that class work is not unduly affected. Those who receive music tuition and those studying Music are involved in various ensembles and performances throughout the year.

LEARNING, TEACHING & ASSESSMENT



Developing Learning and Teaching

High quality teaching leads to high quality learning. Students learn best when they are taught by inspiring and passionate teachers who have high levels of professionalism and subject knowledge and can develop and foster positive relationships. We support our staff in continually improving their practice by ensuring access to high quality professional learning and through a focus on collaborative enquiry.

At Penicuik High School we aim to offer an inclusive learning environment which has a positive impact on our students. This is achieved by promoting inclusion, equality, equity and developing positive relationships. Teachers focus on and address the needs of all students and remove or reduce any barriers to learning across all curricular areas. We have high expectations for all students and a belief that all young people should be successful.

At Penicuik High School we aim to deliver the following aims through our learning, teaching and assessment practices, particularly our current Big 5 Project:

- foster our PRIDE values amongst all in our school community
- provide learning which is stimulating, active, inspirational and relevant
- develop assessment capable students who have an understanding of their strengths and areas for improvement
- provide opportunities for students to self and peer assess pieces of work
- ensure a wide range of effective learning and teaching approaches that are based on current research – *Big 5 Project*
- provide learning opportunities which are student centred and provide an element of personalisation and choice
- recognise progress, achievement and successes and effectively track progress within a level and into the next level
- support the social, emotional and physical needs of the students
- develop independent students who are resilient and can use strategies to support their learning

We facilitate effective and consistent learning and teaching across the school through our 'Big 5 Project' which encourages 5 key strategies of assessment for learning to be developed consistently by all staff. These methodologies encourage dialogue and collaboration amongst staff and students and we are particularly aiming to develop student voice in learning through our Big 5 project and the different phases of development. We also aim for students to be challenged and engaged in their learning. This involves promoting opportunities for learners to be autonomous and we believe that effective feedback is central to developing our students' knowledge, attitudes, skills and the researched habits of effective learners.

Assessment is an integral part of learning and teaching. It helps to provide a picture of a student's progress and achievements in order to identify next steps in learning.

Assessment Capable Learners

At Penicuik High School this will also develop what is known as assessment capable students, where students are able to respond positively to assessment feedback in order to progress and improve. Our assessment is based primarily on formative feedback which will give the opportunity for all students to succeed – and to develop a positive growth mind-set. In the Broad General Education (BGE), staff judgements will focus on assessing skills, attributes and capabilities against the National Benchmarks, leading to achievement of a level. In the Senior Phase students will experience assessment practices which lead to National Qualifications.

Assessment

Assessment is used to track and monitor progress, which is reported to both students and parents at regular intervals. As part of the reporting process, students engage in self-reflection, supported by learner conversations, to identify their strengths and areas for improvement.

In Session 2021-22 we will be introducing a new language of assessment to be used to describe the levels of performance within a level and this will be shown within our new reporting systems. We have developed clear guidelines for staff around assessing formatively and combatively.

Formative and Summative Assessment

Guidance 1: Regular formative assessment should occur in the course of everyday teaching and learning across all subjects and use a variety of formats including rubrics. These formative assessment items should where possible be co-created and take into account prior learning. Formative assessment outcomes should be recorded where appropriate and help form a body of evidence of learner progress. Formative assessment items should be used to promote student's knowledge of their progress and next steps using the new currency of assessment –see below. Some consideration should be given to validity where making long or short term planning decisions about teaching content or process.

Guidance 2: All summative assessment must be moderated within subject areas paying close attention to validity and reliability. Where appropriate consideration could be given to external moderation by another subject area or another school in the same subject area. Education Scotland guidance should be noted in relation to ensuring summative assessments represent an opportunity to collect evidence of breadth, challenge and application. Assessment should be from any of the four contexts of learning with: Breadth representing the fact learners are drawing on a range of learning experience across different E and O's, Challenge representing evidence of higher order thinking skills based on e.g. SOLO taxonomy and the promotion of meta-cognitive skills and Application representing the fact learners are tested across a range of contexts particularly real life contexts.

Guidance 3: Benchmark materials of formative assessment judgements should be kept across a five year period to ensure standards of moderated outcomes are maintained using the new assessment currency.

Language of Assessment Performance (Assessment Currency)

The following four levels of assessment performance will be used across all teaching areas to describe outcomes for learners within a level in the BGE. (S1-S3) from 2020-21. They should be used to describe performance in the various assessment items that make up subject course in the BGE and to describe overall performance when tracking and monitoring or reporting to students, parents and carers. The performance should be evidenced by high quality assessment and using teacher professional judgement that is supported by appropriate moderation and benchmarking over time.

Progressing to Achieving the Level – Code P – Colour PURPLE

This descriptor of performance within a level indicates that the student's assessments results, while showing some progress in their learning, are also evidence that they have not yet mastered all of the outcomes (from CfE outcomes) required to be secure in their learning.

Achieving the Level – Code A – Colour Bronze

This descriptor of performance within a level indicates that the student's assessments results, show progress in their learning and evidence that they have mastered all of the significant outcomes (from CfE outcomes) required to be secure in their learning.

Achieving the level with Merit – Code M – Colour Silver

This descriptor of performance within a level indicates that the student's assessments results show above average progress in their learning and evidence that they have mastered all of the significant outcomes (from CfE outcomes) required to be secure in their learning.

Achieving the level with Excellence – Code E – Colour Gold

This descriptor of performance within a level indicates that the student's assessment results show excellent progress in their learning and evidence that they have mastered all of the significant outcomes (from CfE outcomes) required to be secure in their learning.

The manner in which subject areas delineate the criteria to reach a particular level of performance is not prescribed but as stated all subject areas will be expected to demonstrate that they have robust and clear evidence of performance within those levels that are benchmarked and moderated over time from 2020-21.

Creating a description of performance within a CfE level is a clear and systematic approach to ensuring pace and challenge is built into our learning, teaching and assessment practice. It will help promote metacognitive/ higher order skills and challenge staff and students to think about what excellence looks like and how it can be attained. It also will promote self and peer evaluation and student voice – providing a clear vehicle for discussions with learners about progress and next steps.

Recording and Tracking Performance

From 2021-22 – All subject areas will maintain mark books that indicate the level of performance for each assessed item (valid and reliable formative or summative items as agreed within subject areas) so that they can report on progress for that curriculum area

Assessment of overall performance in a subject/curriculum area will be through consideration of the overall quality of performance across all the assessed items at that point within the course and will be based on teacher professional judgement informed by moderation and collegiate dialogue.

TRACKING, MONITORING AND REPORTING CALENDAR 2021-2022

Tracking and Full Report Schedule

| Year Group | Type | Content | Date to Parents/carers |
|------------|-------------|--|------------------------|
| S1 | Tracking 1 | Effort/Behaviour/Progress | Oct.'21 |
| | Tracking 2 | Effort/Behaviour/Progress Level (working within) | Jan.'22 |
| | Full Report | Effort/Behaviour/Progress Level (working within) Full Comment | May '22 |
| S2 | Tracking 1 | Effort/Behaviour/Progress Level (working within) | Oct.'21 |
| | Full Report | Effort/Behaviour/Progress Level (working within) Full Comment with recommendation for S3 (which will also be discussed at parents' evening) | Dec.'21 |
| | Tracking 2 | Effort/Behaviour/Progress Level (working within) | March '22 |
| S3 | Tracking 1 | Effort/Behaviour/Progress Level (working within) | Oct.'21 |
| | Tracking 2 | Effort/Behaviour/Progress Level (working within) Recommended level for S4 (N.B. S3 students drop 2 subjects) | Feb '22 |
| | Full Report | Effort/Behaviour/Progress Level (Level achieved) Full comment | June '22 |
| S4 | Tracking 1 | Effort/Behaviour/Progress On Track/ Off Track | Nov.'21 |

| | | | |
|-----------------|-------------|---|-----------------|
| | Full Report | Effort/Behaviour/Progress WG/NTG (based on N5 prelims/N4 assessments) Full Comment | Jan.'22 |
| | Tracking 2 | Effort/Behaviour/Progress WG/NTG | March'22 |
| S5&6 | Tracking 1 | Effort/Behaviour/Progress On Track/ Off Track | Nov.'21 |
| | Tracking 2 | Effort/Behaviour/Progress WG/NTG | Dec.'21 |
| | Full Report | Effort/Behaviour/Progress WG/NTG Full Comment | Feb.'22 |

There will be clear information on the front of the report to indicate what is meant by any terminology. There is still confusion about what is meant by a NTG; students/parents tend to assume that this is a prediction of what they will achieve which is not the case. This will be clearly explained on the front of the report.

Parents' Evenings

Under current restrictions we will continue to have remote parents' evenings. These will take place on the dates outlined below.

| | Date |
|-------------|-----------------|
| S1 | 1/6/22 |
| S2 | 14/12/21 |
| S3 | 21/6/22 |
| S4 | 8/2/22 |
| S5/6 | 10/3/22 |

If at any time during the school year you have concerns or worries please don't hesitate to make an appointment or call the school. We will do our best to accommodate all of your questions or concerns. Please note that due to teacher's working hours there are constraints on the number of times a parent teacher meeting can take place within an academic year.

SUPPORT FOR LEARNING

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate support. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

Midlothian Council has a policy of inclusion and integration, which promotes the placement of Secondary pupils with additional support needs into mainstream school. Sometimes additional support will be given to enable the child to benefit from the whole curriculum. More information can be found at: <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

Additional Support for Learning Act 2009

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010. The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk
Further information and support to parents of children and young people with ASN: These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk/>

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Our Support for Learning Department

In line with Midlothian policy of promoting the inclusion of pupils with additional support needs in mainstream education, our departmental aim is to create an equitable learning environment for all pupils within the school.

The Support for Learning Team comprises of teachers and Learning Assistants who are specialists in ASL. Our department is an integral part of the Pupil Support Team who work alongside guidance staff, subject teaching staff, youth workers and a wide range of external agencies to meet the needs of the pupils in our care.

We aim to support pupils within the classroom setting wherever possible but recognise a number of our pupils require more targeted, individualised support to develop their literacy, numeracy and well-being.

We support all young people in the school through transition at both junior and senior levels to ensure that they have the opportunity and skills to pursue positive destinations. Our 'Support for All' policy aims to ensure our young people transition to appropriate and successful placements, be it secured employment training or further/higher education.

As a department, we provide:

- Support to Learning and Teaching within all areas of the school curriculum. We provide targeted and generic support in class.
- Assessment and identification of additional support needs. We provide a range of in-house assessments and if necessary engage external agencies for more specialised assessment.
- Consultation – we work closely with departments and other agencies to ensure that appropriate strategies and resources are in place to support our young people within schools.
- Tutorials – these are needs lead and provide small group support to young people to consolidate learning and achievement.
- We lead a nurturing programme through Club 55 – a short –term, focused piece of group work – which supports younger pupils in S1/S2 who have struggled with transition to high school.
- Literacy support – we working in small groups and on an individual basis using programmes such as *Toe-by-Toe* and *Fresh Start*, to address literacy difficulties. We also organise paired reading partnerships between sixth year and junior students. We support our pupils' independence in writing through widespread use of IT.
- Support for external SQA examinations – the department is responsible for arranging and delivering all Additional Assessment Arrangements to our young people who sit external examinations.
- We aim to build successful and productive partnerships with guardians and parents.

NATIONAL POLICIES AND AGENDAS

Data Protection/General Data Protection Regulations (GDPR)

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990, extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within the Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by the Scottish Government.

The individual data collected by the Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website: <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with the Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

GDPR for schools

Schools handle a large amount of personal data. This includes information on pupils, such as grades, medical information, images and much more. Schools will also hold data on staff, governors, volunteers and job applicants. Schools will also handle what the GDPR refers to as special category data, which is subject to tighter controls. This could be details on race, ethnic origin, biometric data or trade union membership.

This data is already governed by existing DPA regulations, which ensure personal data is handled lawfully. However, the new GDPR has gone further and requires organisations to document how and why they process all personal data, and gives enhanced rights to the individual. All of our schools now have a Data Protection Officer to ensure all legislation regarding data protection is adhered to. All staff also complete annual continued professional development to ensure their understanding of data protection complies with the most recent legislation.

EQUALITIES & INCLUSION

Equalities

Midlothian Council is committed to ensuring that no pupils or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices.

We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect.'

Inclusion

Midlothian Council aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion.
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner.
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.
- In meeting the needs of all our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes we develop in our pupils.

CLOSING THE POVERTY RELATED ATTAINMENT GAP

Scottish Attainment Challenge

Midlothian Council is committed to the Scottish Government's goal of raising the bar and closing the poverty related attainment gap. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by the National Improvement Framework, Curriculum for Excellence and **Getting it Right for Every Child**. It focuses on improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It will also support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. The fund is a targeted initiative which focuses on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation.

Pupil Equity Fund

Pupil equity funding is additional funding allocated directly to schools with the aim of closing the poverty related attainment gap. This funding is provided as part of the Scottish Attainment Challenge. This money will be invested by schools to improve the educational outcomes of children affected by poverty. Head Teacher's will have autonomy over spending to enable targeted approaches to the specific needs of the pupils and the school.

Schools see parents and carers, pupils and staff as key stakeholders in any decision made in relation to the Pupil Equity Fund and therefore welcome ideas and suggestions in regards to how the money is spent in their school. The funding will provide targeted support to children affected by poverty to achieve their full potential. Pupil Equity Funding is allocated on the basis of free school meal eligibility, however Head Teachers can use their professional judgement to bring additional children into the targeted interventions and approaches.

Equalities

There is evidence to suggest that pupils from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Midlothian Council actively addresses inequality and promotes equity across all schools. Head Teachers will consider additional steps that may be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons such as: disability, gender reassignment, race, religion and sexual orientation.

Care experienced children and young people have also been identified as a group who could benefit from additional resources to ensure they don't face any barriers to learning. Money has been allocated to help authorities invest in approaches which improve educational outcomes for care experienced children and young people.

Partnership

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent councils, other local authority and public sector services, third sector organisations (including youth work and family learning organisations), other educational sectors, and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

HOME AND SCHOOL PARTNERSHIPS

At Midlothian Council we encourage close partnership with pupils, parents and carers. Evidence has shown that children achieve more when parents/carers are involved in their child's learning. There are many opportunities for parental involvement such as:

- Open Days/Evenings
- Sharing Learning Events
- Parent Council
- Chaperones for School Trips
- School Newsletters and Information Sheets
- Meet the Teacher Events
- School Assemblies/Concerts/Musical Performances
- Induction Programmes for P1 and Transition Programmes for P7
- Parents Volunteering Skills or Time

Scottish Schools (Parental Involvement) Act 2006

The Scottish Parliament passed the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child/children's learning. The act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote involvement of parents in children's education and the wider life of the school. The act aims parents to be:

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

Parent Partnership

All parents who have a child attending a school are automatically members of the Parent Partnership. Membership of the forum allows parents to have a say in the local arrangements to enable their collective view to be represented. Midlothian Council encourages this partnership as it strengthens school and parent relationships which ultimately lead to better outcomes for the children and young people in our schools. Every school's parent forum will be different because it will be the parents in each school who decide things such as:

- Support the school in its work with pupils
- Represent the views of parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community
- Report back to the parent forum
- The Parent Partnership will also have a role in the appointment of Head Teachers and Depute Head Teachers

Parent Council

Parent Council members are selected from the members of the Parent Partnership and we encourage as many parents as possible to get involved. Midlothian Council has developed guidance for Parent Councils including a support pack to assist with the establishment of a Parent Council. The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- To exist as an executive group representing formal groups within the school, aiding communication within and between groups

Pupil Voice

As the key stakeholders in our service Midlothian Council promotes pupil involvement and pupil voice in our schools to ensure we continue to deliver a high quality service. We believe giving pupils an active voice in the school helps them to develop the four capacities of Curriculum for Excellence which are necessary skills for life, learning and work. Pupil Voice takes many forms such as; leadership opportunities, mentoring opportunities, pupil forums and pupil led initiatives.

Comments, Complaints & Compliments

Midlothian Council aims to provide a high quality service therefore we welcome all types of feedback. We welcome positive feedback as this allows us to assess the quality of our service. We also welcome comments and questions as we believe it is important for all stakeholders to feel their voice is important when commenting on our service. There are times when parents will be dissatisfied with elements of our service and we encourage this feedback as we see any valid complaint as a way to improve our service. A complaint is defined as any expression of dissatisfaction about the standard of service, action or lack of action by staff affecting an individual child or group. Feedback can be given in many forms such as:

- Letters
- Emails
- Telephone calls
- Calling the school to make an appointment

Senior Staff will listen carefully to what you have to say, establishing clearly the comments, complaints or compliments you are raising. They will establish a course of action with you and provide you with relevant information if necessary.

In some cases, your comments, complaints and compliments can be dealt with immediately; other matters may require more involvement. In any event the Head Teacher will notify you, normally within five working days, of the school's response.

If you are dissatisfied with the school's response please notify the Head Teacher that you wish to pursue the matter further. They will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact. Contact the named manager by telephone or by letter at the Education and Children's Services Division headquarters. The Parental Liaison Officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

HEALTH PROMOTING SCHOOLS

Midlothian Council wants all children and young people to be able to learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives. Alongside curricular and government requirements we strive to provide a multitude of opportunities and experiences to promote healthy living in all our schools for all our stakeholders. We've listed some suggestions below if you want to get involved in positive activities with your child/children.

Active Pupils

Our aim is to ensure pupils understand the benefits of exercise and that it should be an important element in everyday life, not just something they do at school. Our schools promote many forms of exercise such as the daily mile, the provision of many sports clubs and active games in the playground. Pupils are also encouraged to walk or cycle to school.

Parental Encouragement: Why not introduce the daily mile at the weekends as a great way to exercise with your children. Alternatively you could try the couch to 5K challenge or join a local running club. Walking and swimming are also fun ways to promote exercise at home.

Healthy Diet

Our aim is to ensure pupils understand the benefits of positive food choices and how small changes can make a big difference to energy levels, concentration and behaviour. Our schools promote healthy snacks and lunch boxes. We encourage our pupils to drink water throughout the day, keeping water bottles on desks with constant reminders from teachers of the importance of keeping hydrated.

Parental Encouragement: Why not get your children involved in the weekly shop to encourage positive choices. Alternatively encourage your child/children to get involved with the preparation of meals, they can select healthy recipes and become your very own supporting chef!

Healthy Relationships

Our aim is to ensure pupils understand the elements of healthy relationships. We do this through positive peer role models, anti-bullying campaigns, inclusion policies and positive behaviour strategies.

Parental Encouragement: Why not talk to your child about the things they should expect in any relationship. Ask them if they can highlight elements of positive relationships and explain why they are important. Alternatively ask them what things might cause concerns in a relationship.

Respect

Our aim is to ensure pupils understand the importance of respect and tolerance through the positive relationships we build with our pupils. Empathy, kindness and consideration are part of our core values which we model in all our schools every day. Midlothian Council also aims for all schools to become Rights Respecting schools. It is important for pupils to understand that in all schools there are a multitude of beliefs, ethnicities, religions and personal characteristics that should be respected by all.

Self Value, Self Worth, Self Confidence

Our aim is to ensure we build confident pupils who are able to acknowledge their value and worth. We encourage our pupils to be resilient by giving them the tools to recognise and celebrate their achievements. We also ensure they have the confidence to make sensible choices. We hold regular events to celebrate achievements such as assemblies and prize giving events.

Parental Encouragement: Why not encourage your child to identify three successes they achieve at school every day and get them to explain why they should be proud of these achievements. Also see if they can identify any successes at home and encourage them to celebrate them too.

Ambition

Our aim is to ensure the children and young people in our care set ambitious personal targets to succeed in learning. We also encourage the setting of long term goals to highlight the importance of engaging with their education. Finally from a young age we encourage our young people to think of potential careers and life choices for life after school.

Parental Encouragement: Why not work together with your child to identify short and long term targets for them to focus on in class, these can be tracked at home using positive reward strategies. Also encourage them to think of all the different types of professions there are and initiate conversation on what they want to be when they grow up.

Mental Health

Our aim is to ensure the children and young people in our care develop and maintain positive mental health. We do this by encouraging an open and honest framework for pupils to talk to designated staff if they feel they need to. We also encourage mindfulness in our schools to help our pupils manage the pressures of school life. Finally we also engage with the Child and Adolescent Mental Health (CAMHs) team referring pupils who we feel will benefit from further interventions.

Parental Encouragement: Why don't you work together with your child to highlight which elements of school/life they find stressful and devise strategies together to help your child/children manage their emotions. Simple conversations which highlight that it is ok to talk about mental health also help.

Technology

Our aim is to ensure our pupils understand how to use technology safely rather than highlighting all the dangers of technology. We believe our children and young people will be more likely to come forward about technology issues if we give them the language to express elements of technology they are not comfortable with.

Parental Encouragement: Why don't you work together with your child to ensure they know what to do if they experience a problem with technology. Encourage open discussion about the positives and negatives of modern technology. We also encourage parents to take phones off children and young people during sleeping hours as this has a significant impact on our pupils' energy and engagement levels in school.

LOCAL INFORMATION

Food Banks

We know that everyone can reach crisis points at times and how difficult it can be to walk through the door of a food bank. The food bank has a number of volunteers who will take time to listen and support you. They are specially trained to know about local services and offer practical guidance so that you have access to the right support, helping you to break out of crisis.

We work with local agencies to ensure you get the support you need, Citizens Advice, Children's Centres and Health Visitors, and doctors are examples of the people who can refer you to food banks. When you visit a referral agency they will take some basic details from you to issue a voucher. Once you have been issued with a voucher you can exchange this for a minimum of three days of emergency food. For further details see the website below.

<https://midlothian.foodbank.org.uk/get-help/visiting-a-foodbank/>

Free School Meals and Clothing Grants

We provide children from low income families with free school meals and money to help towards buying school clothes. The meals award provides a pupil with one free school meal each day they attend school. The clothing grants are £100 for both primary and secondary. For further details, including entitlement, see the website below.

https://www.midlothian.gov.uk/info/855/school_meals/117/free_school_meals_and_clothing_grants

MYPAS

We work with children and young people aged 12 – 18, to provide a confidential service in Midlothian where pupils can receive support on a wide range of issues from mental health support to counselling to drug and alcohol services. For further details see the website below.

Citizens' Advice

Citizens' Advice works together with partnership agencies to provide support to people in the community. Citizens' Advice can assist on a number of issues, if you are struggling drop in to see them and they can provide you with advice and local services if needed. For further details see the website below.

<https://www.citizensadvice.org.uk/scotland/>

Parentzone

Parentzone provides advice and information on all things educational in Scotland. Here you will find the Scottish Government's information on education across Scotland and what your child is entitled to. If you have a question about GIRFEC, or transitions, or curriculum information, this is the best place to start. For further details see the website below.

<https://education.gov.scot/parentzone/getting-involved/Protecting%20Vulnerable%20Groups%20Scheme>

Bright Sparks

Bright Sparks Play Groups is a charitable organisation which provides various groups and social activities for children with complex additional needs and their families within Midlothian. We support children from birth to 25 years with pre-school playgroups, out of school clubs, school holiday clubs, sibling groups and lunch and play clubs.

During our sessions we offer play and music therapy for all ages. We offer trips to our families to places like Edinburgh Zoo, Dynamic Earth, Glasgow Science Centre, Falkirk Wheel, Blair Drummond Safari Park, Five Sisters Zoo, cinema trips, Midlothian Snow Centre and National Mining Museum. The purpose of these sessions/activities is to ensure the children benefit from a well rounded social experience in line with their peers. Families benefit from doing activities together not only with their children but other families in similar situations. This in turn lessens the social isolation which is felt by many of the families many of whom have had to give up jobs/careers to become full time carers for their child/children. This can have an adverse financial effect on family life. For further details see the website below.

<https://www.neighbourly.com/project/570d3237b9918e4c4858a149>

Penicuik ASK Service

The Penicuik ASK project is a partnership between a range of Midlothian Council services, other agencies and community groups. Based in the Town Hall on the last Wednesday of every month, the new drop-in service provides free advice and support on community and housing issues, homelessness, managing debt, rent arrears, and welfare advice. They can also provide help with food, clothing and other necessary items. For further details see the website below.

https://www.midlothian.gov.uk/news/article/2591/new_drop-in_support_service_opens_in_penicuik

Richmond's Hope

Richmond's Hope provides support for children and young people aged 4-18 years who have been bereaved. The charity provides a safe space for children to work through their grief both verbally and non-verbally, to preserve memories of the person who has died, to explore their feelings, to develop coping strategies and to understand the impact the bereavement has had on their lives. As everyone's grief is different, we provide individual programmes of care for each child. Our dedicated team of bereavement workers support children on a one to one basis. For further details see the website below.

<https://www.richmondshope.org.uk/>

Midlothian & East Lothian Drug & Alcohol Partnership

MELDAP is a partnership, which includes Midlothian and East Lothian Councils, NHS Lothian, Lothian and Borders Police and the Voluntary Sector. Together the partners work to raise awareness of the work that is being done to reduce the harm caused to individuals, families and communities by the misuse of alcohol and drugs.

If you are concerned about your own or someone else's drinking or drug use then getting help is the single biggest step you can take. If you wish help but are not sure what's out there to help you then by clicking on the services icon you will see what alcohol and drug services are available in East Lothian and Midlothian. For further details see the website below.

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

Scotland's Domestic Abuse and Forced Marriage forum

Scotland's Domestic Abuse and Forced Marriage forum is there to support anyone with experience of domestic abuse or forced marriage, as well as their family members, friends, colleagues and professionals who support them. We provide a confidential, sensitive service to anyone who calls us. Helpline workers will listen and believe you, they will provide a confidential service and they will give you the support you need to help you. For further details see the website below.

<https://sdafmh.org.uk/>

And Finally...

We have tried to make this handbook as comprehensive as possible and we trust that you have found it to be informative. As with any live document, things change and develop, and thus matters that may be of concern to you, may not be covered in this edition of the handbook. Please feel free to bring any such concerns to our attention so that future editions of the booklet can be upgraded and updated. Your contributions will be much appreciated.

We have stated that we operate, where practically possible, an open-door approach across the school. Similarly, through Curriculum for Excellence, we are wholly committed to the notion of Lifelong Learning. Why is this? Simply because we realise the value of setting foundations for our youngsters to become successful learners, confident individuals, effective contributors and responsible citizens.

We cannot reiterate strongly enough our belief that this can only happen in a working partnership that includes the school, the home and the pupil in ensuring that we provide the best possible opportunities in the best possible ways for each of the children in our charge. We will continue to work to such ends at all times and we sincerely hope that you, as parents and carers, will share that conviction with us.

Thank you for taking time to read through our school handbook and we hope your child/children will be very happy in our school.

The Staff of the Penicuik High School Community