

EYEMOUTH HIGH SCHOOL

Parent Handbook

2026-2027

Scottish Borders COUNCIL

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CONTACT DETAILS

EYEMOUTH HIGH SCHOOL

HEADTEACHER: Mr R Chapman, BA (Hons), SfH

A partner in Eyemouth cluster schools

Eyemouth High School is a non-denominational, non-gaelic school, with a school roll of 491

Contact details: Eyemouth High School
Gunsgreenhill
EYEMOUTH
Berwickshire
TD14 5LZ

Telephone: 018907 50363
Student Absence Line: 018907 50464
Fax: 018907 51552
Email: eyhs@scotborders.gov.uk
Web Site: www.eyemouthhigh.org.uk

Office hours are 8:30am to 4:30pm each day, 2:00pm on a Friday

Parents Council: Eyemouth High School - Parent Council

COMMUNICATION

ENROLLING IN EYEMOUTH HIGH SCHOOL

If your child is in Primary 7 in one of our associated primary schools, you will have an opportunity to visit us in to meet with teachers and other staff before your child comes here.

If you are moving to the area, or if you are considering making a request to bring your child to Eyemouth High School, please complete the online application form using the following link: School and nursery places | Scottish Borders Council (scotborders.gov.uk) We will then contact you to arrange a visit and a meeting with the Headteacher or other senior member of staff.

ENROLLING IN SCHOOL AS AN ADULT LEARNER

We welcome adult learners (18 years and older) in virtually all subject areas. Adults wishing to further their education should contact the school to arrange a meeting with the Headteacher or other senior member of staff.

LETTING US KNOW ABOUT YOUR CHILD'S ABSENCE

You can let us know about your child's absence and the reason for the absence by using the Eduspot (Xpressions) App (preferable method) or by leaving a message on the Student Absence line (018907 50464). Please let us know before 9:00am on the day (or days) of absence.

If you want to request leave of absence from school for your child for reasons other than sickness, please make a request in writing (and in advance) to the Headteacher.

Should a student be recorded as absent at registration and no note or phone call has been received, the school will contact parents/carers in the first instance using a GroupCall text message.

This system helps ensure the safety and security of students and to put off any students thinking of truanting.

Good attendance at school is vital to success, and we ask all parents to ensure that holidays are taken in the generous holiday periods each year.

SCHOOL TRANSPORT

Information regarding school transport can be found using the following link to the Scottish Borders Council website:

Changes to free school transport | School transport | Scottish Borders Council (scotborders.gov.uk)

WELCOME TO EYEMOUTH HIGH SCHOOL



I would like to extend a very warm welcome to you on behalf of all of the learning community here at Eyemouth High School — students and staff alike. We aim to have a warm and supportive environment, with rich learning experiences, alongside appropriate challenge for all of our young people. We are building on a successful inspection in February 2019 which highlighted our significant work in learning and teaching, and were also awarded the GTCS Excellence in Professional Learning Award. We are very proud of both of these and feel they represent that everybody involved at Eyemouth High School is learning and developing. We have been involved in a great journey as a Research School, as part of the South East improvement Collaborative. This has helped us to look further into effective teaching, especially using the technology that we have access to.

Our aim is for our students to develop into fantastic young adults with the skills and values to make a significant contribution in all areas of life. This depends on hard work by each student, and a commitment to implement effective strategies to improve. This is done through subjects, through opportunities to apply skills across subject boundaries, and involvement in the wider life of the school. We work hard through partnerships between our students, parents and carers, school and other agencies to support our young people to develop in all these areas.

Working with parents is a vital part of this process, and we value opportunities to engage meaningfully about each young person. This handbook will give you a flavour of what the school is about, and will hopefully answer many of the questions that you may have about Eyemouth High School before your child comes here. It also contains information about how you might like to get involved in the school. If your child is presently in P7, you will have extra opportunities to visit the school and meet with teachers and staff as part of a comprehensive programme of events around transition.

If you would like any further information, if you would like to see the school before your child arrives or if you would like to discuss what Eyemouth High School can offer for your child then please do not hesitate to get in touch.

Robin Chapman
Headteacher

BACKGROUND INFORMATION

Eyemouth High School serves the community of East Berwickshire with associated primaries of Cockburnspath, Coldingham, Eyemouth, Ayton and Reston. The school has been growing over the last three years, with an influx of pupils from outwith our catchment area. Our school roll rose to be over 500 in the new academic year. The school sits on the beautiful Berwickshire coast, at some distance from any major conurbations, and is three miles away from the English border.

Our years in S1 to S3 are now generally full, bearing in mind spaces kept for those moving into the area. As a small school class sizes are generally comparatively small, reflecting the need to give a wide range of option and subject choices at different points in the Broad General and Senior Phases. The impact of the increase in numbers has helped us to increase subject staff, along with the ability to widen our range of courses further.

Our vision is around being a warm, rich and challenging school, reflecting our values of learning, respect and kindness, and commitment. Our curriculum rationale identifies ensuring excellence and equity, combatting the effects of rurality, improving health and wellbeing, and the development of effective learner journeys as drivers for the curriculum we offer in our school.

The Senior Leadership Team consists of the Headteacher and two Depute Headteachers (Pastoral, Learning and Teaching) and a Business Manager supports the team. The Extended Leadership Team consists of the SLT team, 8 PTs (Principal Teachers) Curriculum leading 8 Curricular Areas, 2.6 PTs of Pupil Support leading three Support Teams, a PT of Additional Needs, PT Pupil Equity, PT Wider Achievement and a PT Community and Partnerships. We have a CLD worker, alongside our DYW lead and our SDS advisors. We have developed a Learning Zone to help support and challenge pupils with emotional and behavioural difficulties, as well as a Flexible Curriculum facility.

Following our successful inspection in January 2019, we have been able to build on many successes in school, continuing to consider how we can make effective learning and teaching for all at the heart of everything we do. We have been able to further develop our Pastoral system, targeting support for some and increasing our universal provision for all. We have a Home School Link Worker, and continue to build and integrate our Pupil Support Team to meet the needs of our pupils. In conjunction with SBC we are engaging with developing our Nurture provision in school.

Our report praised the very positive climate for learning in all curricular areas, our considerable commitment to professional learning and the wide range of opportunities pupils have to achieve success.

We were delighted to be awarded the Excellence in Professional Learning Award by the GTCS in June 2019. This reflects our successful approach to improvement. We have seen further recognition from the South East Improvement Collaborative and have been one of the first Research Schools in the SEIC, developing our practice and professional learning through this role. We are now embedding these research-based approaches at the heart of our learning and teaching.

We have a very active parent council, who are informed and consulted with regarding all areas of school improvement. We have regular forums and information evenings for parents, where important issues and processes can be clarified. Parents and the wider community play a big part in school life, supporting events, running learning activities for other parents, helping with our highly successful shared reading programme, and overseeing an improvement fund which staff and students can apply to.

TERM AND HOLIDAY DATES

School term dates for 2026-2027

Autumn term

- Monday 17 and Tuesday 18 August 2026 - Staff resume, In service days
- Wednesday 19 August 2026 - pupils resume

Mid-term holidays

- Monday 12 to Friday 16 October 2026 - October holiday
- Monday 19 October 2026 - In service day, staff resume
- Tuesday 20 October 2026 - Pupils resume
- Monday 30 November 2026 - St Andrew's Day Holiday - Schools closed
- Tuesday 1 December – Casual holiday
- Tuesday 22 December 2026 - Last day of term

Christmas holidays

- Wednesday 23 December 2026 - Tuesday 5 January 2027
- Winter/Spring term
- Wednesday 6 January 2027 - All resume

Mid-term holiday

- Friday 5 February 2027 - Last day of term
- Monday 8 to Friday 12 February 2027 - Mid-term holiday
- Monday 15 February 2027 - In-service day, staff resume
- Tuesday 16 February 2027 - Pupils resume
- Friday 26 March 2027 - Good Friday Holiday, Schools closed
- Friday 2 April 2027 - Last day of term

Easter holidays

- Monday 5 April to Friday 16 April 2027

Summer term

- Monday 19 April 2027 - All resume
- Mid-term holidays
- Monday 3 May 2027 - May Day Holiday
- Tuesday 4 May 2027 - In-service day, staff resume
- Wednesday 5 May 2027 - Pupils resume
- Thursday 1 July 2027 - Last day of term

EYEMOUTH HIGH SCHOOL STAFF LIST – SESSION 2026-2027

MANAGEMENT		
Headteacher	Mr R Chapman	
Depute Headteacher	Mrs D Patterson	
Depute Headteacher	Mrs K Fairbairn	
Business Support Manager	Mrs L Harvey	
KEY:		
PT – Principal Teacher	**NQT** – Newly Qualified Teacher	**OFF** - Office
CT – Chartered Teacher	**PSA** – Pupil Support Assistant	**PS –** Pastoral Support

ADDITIONAL NEEDS	Mr J Finn		**PT**
	Mrs L Mercer		
	Mrs V Sumerling		
	Mrs K McMahon		
	Miss V Brown	(Mon/Tues/Wed/ Thurs 1-6/Fri)	**PSA**
	Ms K Cockburn		**PSA**
	Ms P D'Agrosa	(Mon/Tues/Wed/Thurs)	**PSA**
	Mrs N Ewing	(Mon/Wed/Thurs/Fri)	**PSA**
	Mrs D Hawrylewicz	(Mon/Wed/Thurs/Fri)	**PSA**
	Mrs K Lindores	(Tues/Wed/Thurs/Fri 3-5)	**PSA**
	Mrs J McLean	(Mon 1-5/Tues 1-6/Wed 1-4/ Thurs 1-5/Fri 1-4)	**PSA**
	Ms L Stobbart	(Mon/Tues 1-6/Thurs 1-6/Fri)	**PSA**
	Ms L White		**PSA**
	Mrs K Wilson	(Tues/Wed/Thurs/Fri)	**PSA**
	Mrs C Winson	(Mon/Tues/Wed/Thurs)	**PSA**
FLEXIBLE CURRICULUM	Mr G Munro		
	Mr C Anderson		**PS**
ADMINISTRATIVE AND TECHNICAL	Mrs H Dishington		**OFF**
	Mrs M Ireland		**OFF**
	Mrs L Ross		**OFF**
	Mrs K Turnbull (Pupil Support)		**OFF**
Librarian	Mrs A Renstead		
School Technician	Mr P Watson		
Science Technician	Miss B Dishington		**PT**
ENGLISH & LITERACY	Mrs L Feeney		**PT**
	Miss R Alder-Bateman	(Mon/Tues/Wed 3-7/ Thurs)	
	Mrs E Bewsey [PT Achievement]		**PT**
	Miss L Kane	(Mon 1-4/Tues 1-5/Wed/Thurs/Fri 1-3)	
	Mr S MacKenzie [PT Health & Well-Being]		

Department	Staff	Key
EXPRESSIVE ARTS	Mrs A Thacker (Mon/Tues/Wed/Thurs)	**PT**
	Mr T Birch (Thurs/Fri)	
[Art]	Mrs G Cochrane	
[Art]	Miss S Graham [PT Equity]	**PT**
[Music]	Mr A Sanderson	
EUROPEAN LANGUAGES	Dr C Martin	**PT**
[Euro. Lang./Mod. Studies]	Mr B Watson (Mon/Tues/Thurs/Fri)	**CT**
HEALTH & WELL-BEING	Mr M Alexander	**PT**
[PE]	Miss L Murray	
[PE]	Mrs J Wright	
[PE]	Miss L Young	
MATHS & NUMERACY	Mrs P Dawson (Wed/Thurs/Fri)	**PT**
	Mrs A Atkinson	
	Mr K Bender	
	Ms D Burton (Mon/Tues 3-7/Thurs 1-4)	
	Mr C Krievs	
PASTORAL	Mrs V Lowe	**CT/PT**
	Mrs K McSwan (Mon/Tues/Wed/Fri)	**PT**
	Mr C Nisbet	**PT**
Home School Link Worker	Miss L Simm	
SCIENCE	Mr G Harkness	**PT**
[Chemistry]	Miss L Stevenson	
[Biology]	Dr D Robertson	**CT**
[Biology]	Ms S Bowie (Tues 3-7/Wed/Thurs)	
[Biology]	Mrs J MacDougall Welch	
[Physics]	Ms H Le-Mar (Mon/Tues/Thurs/Fri)	
[Physics/Horti]	Dr K Lymer [PT Partnerships] (Mon/Tues/Wed/Thurs)	**PT**
SOCIAL STUDIES [Business]	Mrs S Martin	**PT**
[History]	Mrs K Frost	
[Modern Studies]	Mr J Noon	
[Geography]	Miss B Kellagher	
[RME]	Miss T Smeaton	
[Mod. Studies/Euro. Lang.]	Mr B Watson	
TECHNOLOGIES	Miss S MacGregor	**PT**
[Technical]	Mrs A Brown	
[Home Economics]	Mrs I Dougal (Mon 3-7/Tues/Wed/Thurs)	

HERE ARE THE VIEWS OF SOME OF OUR PARENTS

The superb, modern facilities combined with positive and supportive staff mean Eyemouth was the right choice for our son - a wheelchair user - even though we lived outside the catchment area. After just one term, we already see a big difference in his independence and confidence and everyone at the school has been very friendly and welcoming.
- anon.

Through involvement with the Parent Council, I have seen first hand the commitment of the management team to developing a culture of continuous improvement throughout the school and delivering excellent teaching. Pupils are encouraged to take control of their learning through reflection and self evaluation - excellent skills for life. I am particularly happy with the pastoral support pupils receive, and also with the non academic aspects of the offering, for example the enrichment activities which take place on Wednesday afternoons.
- Raquel Lloyd-Jones

Our son started in S1 at Eyemouth High School and he has thoroughly enjoyed his time there so far. He hugely benefitted from the excellent transition from Eyemouth Primary School to the High school - this could not be faulted in any way. The school came highly recommended from numerous sources and we are delighted with how well things are progressing to date.
We find the teaching staff to be well motivated and enthusiastic toward their roles in the school, and this appears to be contagious as our son very much enjoys his time at school and is enthusiastic towards learning both at school and with homework. There seems to be very much an open door policy throughout the school, which, as time goes on, engenders a confidence for our son's future years at the school.
- Dr J McAree BChD

"Since joining Eyemouth High School our child has taken advantage of so many opportunities presented to her including, Music and performing evenings, Sailing Club, Charity Committee events, educational trips and visits. These have enriched her learning, confidence and experiences. Together with dedicated and caring staff, we feel we made the right choice in relocating for this school."
- anon.

"Both of our children have attended Eyemouth High School and we feel that our children have benefited greatly from Eyemouth High School. There is also a large selection of clubs/activities at lunch time and after school for students to participate in. Being a smaller school where the teachers know the family is an advantage too."
- anon.

"My husband and I are very happy so far with our child's progress but I would like to highlight the support that we have received from the pastoral side. We have had tremendous support during our child's health issues. We are very grateful for the help and support our child gets from all the staff involved in her education." - anon.

PARENTAL INVOLVEMENT

We value the constructive relationships we have with our parents. Here are some of the ways we work together and some ways in which you can get involved in the life of the school.

EYEMOUTH HIGH SCHOOL PARENT COUNCIL

The Parent Council was formed in 2007 to represent the views of the parents, carers and families of the young people who attend our school. Our aim is to encourage links between the school, parents, carers, pupils and the wider community. We endeavour to keep parents and carers informed about school life. In order to support student activities, events and projects within the school, we are involved in various fundraising events throughout the year. We are a friendly, informal group of parents and staff, who meet regularly in order to carry out these objectives; we welcome suggestions and participation from all parents and carers. Our meetings are open to all parents and carers of pupils who attend the school. Dates and times are available on the school website. Parents who would like to help at any event, but do not wish to attend meetings, can contact us through the School Office.

The current members of the Eyemouth High School Parents' Council are:

Chair: Carrie Haddow
Secretary: Toby Foster
Treasurer: Sarah Sam

Parent Council on EYHS Web Site: Eyemouth High School - Parent Council

PARENT-SCHOOL CONTACT

Regarding contact with parents, years 1 to 6 will have one formal Parents' Evening per year – when you will have the opportunity to discuss your child's progress with the relevant teaching staff. If the circumstances merit, then the school may contact you to discuss a student's progress, behaviour or attendance. PARENTS ARE ENCOURAGED TO CONTACT THE RELEVANT PASTORAL TEACHER AT ANY TIME IF THERE IS AN ASPECT OF YOUR CHILD'S SCHOOLING YOU WISH TO DISCUSS. We recommend that you contact the school for an appointment first, to avoid a lengthy wait if the member of staff concerned is unavailable. You may discuss your child's schooling with teaching staff where this has been previously agreed.

PARENTS' EVENINGS

Primary 7	June
First Year (S1)	April
Second Year (S2)	March
Third Year (S3)	March
Fourth, Fifth & Sixth Years (S4,S5 & S6)	Early Intervention evening in October.

November/December – choice between two dates.

At all times the school will seek to keep you informed of school events and activities via parental letters the school website, Facebook and newspaper articles.

PROGRESS REPORTS

You will be informed of your child's progress by means of a Progress Report issued at the following times (these are subject to change):

First Year	November
Second Year	February
Third Year	January
Fourth/Fifth/Sixth Year	Tracking in November / February

DISCUSSING A CONCERN

We value the close working relationship that we have built between the school and our students, their families and other partners to seek the best for our youngsters.

You can let us know about any concerns that you have about your child and their education.

Your first point of contact will be your child's Pastoral teacher who will get to know you and your child well during their time here.

If the Pastoral teacher is not available and the matter is urgent you will be able to speak to a senior member of staff.

INFORMATION EVENINGS AND CONSULTATION

From time to time, especially when changes are being put into place, additional information and consultation evenings will take place. You will be contacted by letter informing you of when these will take place.

You will also be invited to take part in surveys to help us find out how well we are doing and what we need to do to improve the service we provide. We will collect parent views via surveys which we will ask you to complete during Parents' Evening(s).

For more information about the Council's Parental Involvement Strategy, visit the website at https://www.scotborders.gov.uk/info/20009/schools_and_learning/696/parent_councils

MAKING A COMPLAINT

There is a formal complaints procedure common to all services in the Scottish Borders Council. This can be found on the council website.

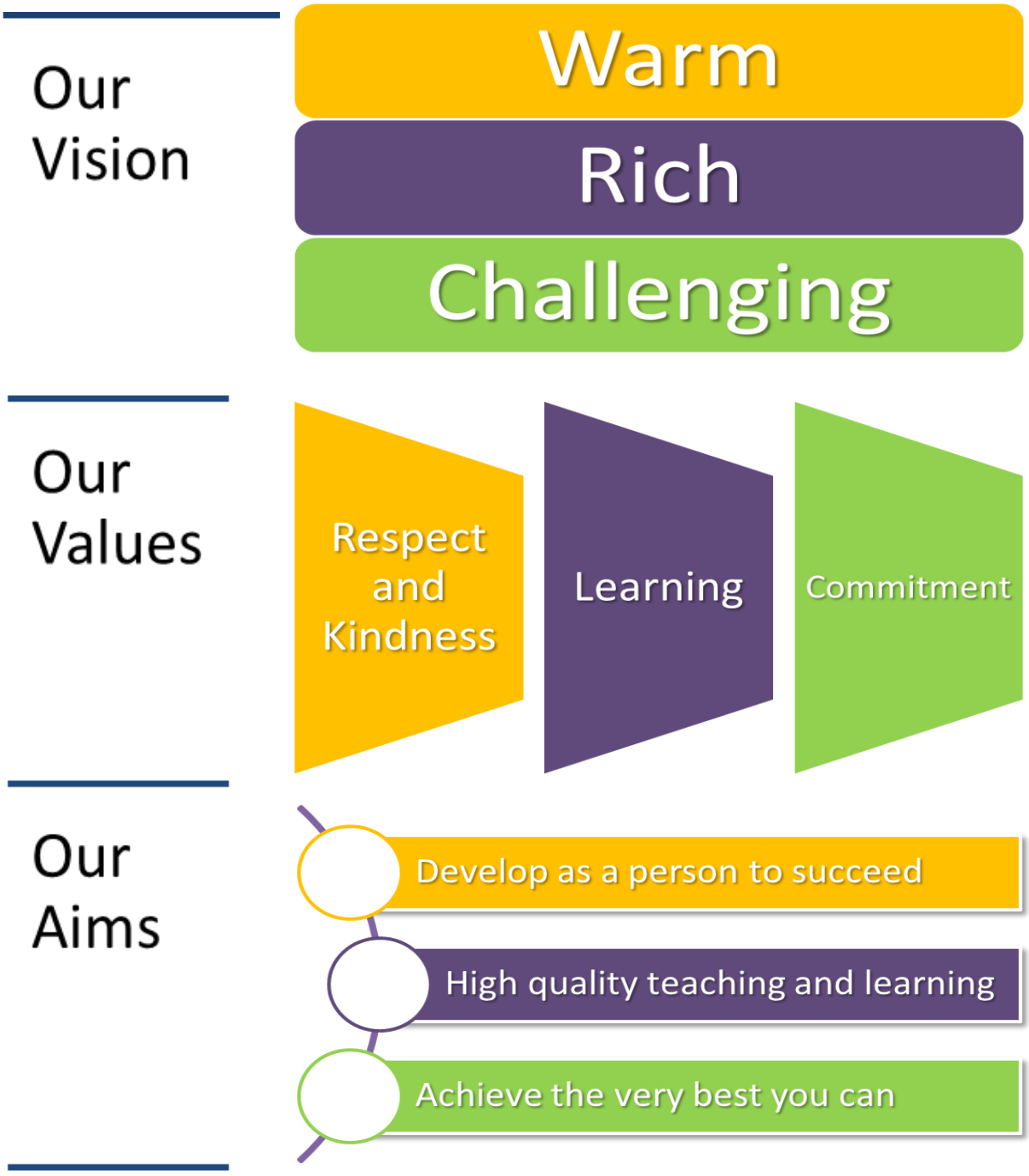
If something goes wrong or you are dissatisfied with our services, please tell us. If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's Pastoral teacher or a senior member of staff (the Headteacher or a Depute Headteacher) or indeed any member of staff.

You can also make a complaint via the complaints form on the council website:
Complaint procedure | Scottish Borders Council (scotborders.gov.uk)

SCHOOL ETHOS

EYEMOUTH HIGH SCHOOL VISION, VALUES AND AIMS

Through consultation with all, we have established our school vision, values and aims.



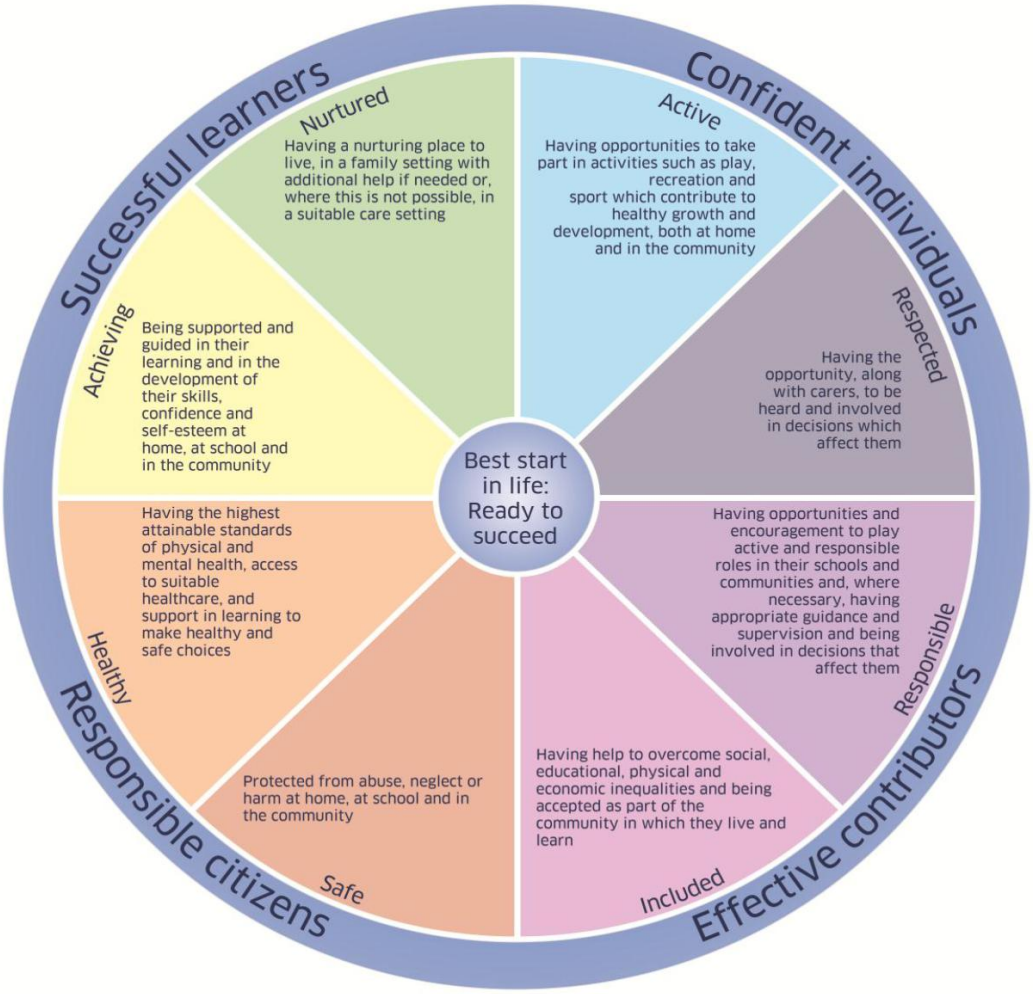
Our vision is to be a warm, rich, challenging school. In our local community, Eyemouth High School has a vital role to play in increasing achievement and raising aspiration in every part of the curriculum.

Warmth of relationships
We seek to be an inclusive school community, understanding that excellent relationships between all are vital to successful learning. We acknowledge that every member of our school community needs to feel acknowledged and cared for and that the positive ethos of our school makes an impact in all areas of community life.

Richness of experiences
In a rural community we work hard to ensure that our young people have access to a wide range of stimulating learning experiences in different contexts. We seek engaging learning in all lessons, in inter-disciplinary working, and through the life and ethos of the school. We acknowledge the skills young people are developing outwith the school environment. We are learning to form significant partnerships which help us achieve this aim.

Challenge in everything
Young people need to develop strategies for being successful in every area of life. This includes pushing themselves to achieve of their best, overcoming barriers and a determination to succeed. Building on a strong base in literacy and numeracy, we seek the highest aspirations and outcomes for our young people as they move to meaningful significant positive destinations.

We aspire to every young person thriving at their time at school and developing the four capacities, as set out by Education Scotland in the chart below:



PROMOTING POSITIVE BEHAVIOUR

Eyemouth High School reinforces messages of respect for others and for other cultures.

Young people learn well in an environment that offers well-judged praise and recognition of achievement, looks for and focuses on strengths, takes them seriously and shows a genuine interest in them.

We ask that all students do their best, be positive (have a 'can do' attitude) and respect others.

We promote positive behaviour in a number of ways;

Through our merits and demerits system
Through some simple and easy to follow school and classroom rules
Through a framework for intervention to support positive behaviour when someone is not behaving well, including Restorative Practice.

We should all feel happy, safe, respected and included in school and all of us have a part to play. This is central to effective learning and preparation for independent living.

The school's Promoting Positive Behaviour Policy can be found on the school website at: :
https://www.eyemouthhigh.org.uk/page/?title=Student+behaviour+and+conduct+expectations&pid=428

RESPECTFUL RELATIONSHIPS

All of us in school strive to be positive and treat each other with respect. That is a major responsibility. Scottish Borders Council's policy is clear about this and can be found on the Council's website. So far as we know, there is little bullying behaviour in Eyemouth High School. However, we must be vigilant and the wellbeing of our students and staff is paramount. The complexities of ensuring that we treat each other with respect are many but students and staff in this school understand that bullying behaviour is never acceptable and that we must all be role models, showing respect to others.

What is a respectful relationship?

A respectful relationship is based upon mutual trust, honesty, kindness, consideration, fairness, bringing out the best in those involved.

What is bullying behaviour?

A breakdown in a respectful relationship

- Unacceptable in any circumstance
- Defined by the negative impact is creates in those affected
- A behaviour not a person
- Intended and/or unintended
- Persistent and/or one-off

How do I recognise bullying behaviour?

The BEHAVIOUR: What can Bullying Behaviour 'look like?'
· Name calling/verbal abuse
· Physical abuse, assault or aggression
· Emotional and psychological abuse
· Isolation and exclusion of others
· Theft or damage to belongings
· Manipulation
· If this behaviour takes place through technology – is cyber-bullying. The impact, behaviour and response remain the same

The IMPACT: How can Bullying Behaviour be experienced?
· Change in 'normal' behaviour
· Reduced confidence
· Loneliness
· Anxiety and worry
· Changed attendance
· Fear
· Tearfulness
· Aggression
· Change in physical appearance (including eating disorders, self-harm)

We respond to bullying behaviour by listening, taking it seriously empowering the person experiencing bullying behaviour by taking them seriously and showing that we have an interest in their wellbeing.

We then use diverse strategies eg discuss and agree what happened, mediation, apology, mentoring, behaviour management, referral to partner organisations and agree outcomes for those affected by the bullying incident. Always, we check with those affected and monitor their situation.

SPIRITUAL, MORAL AND CULTURAL VALUES

The school also aims to encourage students to interact and co-operate with others and to consider their views and to help students to become active informed participants in society – effective contributors and responsible citizens.

These aims are achieved by placing great emphasis on them in almost all formal subjects in the curriculum. Emphasis is also placed on them throughout many of the extra-curricular activities which make up the school's wider curriculum. For example, the students who play in the school rugby and hockey teams are clearly learning important lessons about how to interact, co-operate, compete acceptably, accept setbacks etc.

Many subjects make significant contributions. For example, the English course relies on materials which give students an opportunity to discover more about themselves and the world, explore their ideas, and talk about these ideas. Many other subjects make similarly significant contributions to students' spiritual and moral development.

RELIGIOUS AND MORAL EDUCATION (RME)

Every student in first year to third year has timetabled Religious and Moral Education each week for two periods.

The programme follows national guidelines. The course explores the beliefs, the values and issues and the practices and traditions of both Christianity and other world religions.

Through RME, our students will develop their respect for and an understanding of the beliefs and values of others. At the same time, our students will develop an increasing awareness and understanding of their own beliefs and put them into action in positive ways.

Every student in S4 – S6 has Religious and Moral Education as part of the PSE programme.

Parents who wish to have their children excused from Religious and Moral Education, on grounds of conscience, should write a note requesting this to the Headteacher.

CELEBRATION OF ACHIEVEMENT

The school has two Prize Giving Award evenings, S1-3 in June of each year and S4-6 in September of each year. The awards reflect attainment and endeavour and recognise both the curricular and extra-curricular aspects of school life. There are also awards for services to the school and to the community.

During the school year we send out Praise Postcards to recognise particular efforts of individual students – either in their subjects or through their involvement in the wider life of the school.

Towards the end of each term, we hold an assembly where students who have performed consistently well have their efforts recognised.

GRADUATION

Sixth Year students who leave school at the end of the school year are eligible to be presented School Certificate at the annual Graduation Ceremony (held in June). This is run by each year's Head Team and is an acknowledgement of each students' achievements. The staff also wish to pass on their best wishes to all students in their future careers.

THE CURRICULUM

A CURRICULUM FOR EXCELLENCE

Eyemouth High School, in common with all schools in Scotland, has developed a new curriculum for students who entered first year from August 2010 onwards. We continue to build on our Curriculum Rationale to make changes and improvements year on year. You can find further information here—https://www.eyemouthhigh.org.uk/page/?title=Our+curriculum&pid=311 on the Eyemouth High School website.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

It is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

From the Curriculum for Excellence area of the Education Scotland Website from which more information is available at: **About Curriculum for Excellence | Curriculum for Excellence | Education Scotland**

The curriculum is made up of experiences in a number of areas and not just in subjects. These four areas are:

Ethos and Life of the School as a Community
The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Curriculum Areas and Subjects
The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Interdisciplinary Learning
How the curriculum should include space for learning beyond subject boundaries.

Opportunities for Personal Achievement
Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

A BROAD GENERAL EDUCATION S1 to S3

Ethos and Life of the School as a Community
In all years, we will work to develop good positive relationships with our students, we will listen to and ask for their views on matters that concern them, and we will provide them with opportunities to organise and to get involved in school events.

Our curriculum for S1 and S2 is broadly as follows:

Curriculum Areas and Subjects

- English
- European Languages – German
- Mathematics
- Science

- Social Studies:
  - People, past events and societies
  - People, place and environment
  - People in society, economy and business

- Technologies
  - ICT
  - Enterprise
  - Food and Textiles
  - Craft & Design and Graphics

- Expressive Arts:
  - Art & Design
  - Music

- Religious and Moral Education

- Health & Well Being:
  - Physical Education, including Nutrition
  - Personal and Social Education

Interdisciplinary Learning

- S1 and S2 apply their learning within the school's comprehensive Enrichment programme on a Monday afternoon. They join one of three 'schools' for the year. Each 'school' is led by a team of staff and provides opportunities for personalisation and choice, to engage with the local community, and to demonstrate their skills by performing or showing their work:
  - The School of Creativity
  - The School of Fitness and Sport
  - STEM School

- Learning will also take place across subjects in the following:
  - Literacy
  - Numeracy
  - Health and Well Being
  - Digital approaches

Opportunities for Personal Achievement

- We will continue to offer a range of activities outside the school day throughout the year, involving all students from S1 to S6 in a variety of different activities. We will also provide access to other opportunities through partnership with other organisations.
- Students are encouraged to get involved in community life outwith the school, and we promote all local partners through our Showcase event every year.

In S3, all students are given more choice in their learning across curricular areas. They are asked to choose from each curricular area but can study further in areas of interest. Each student will follow twelve different subjects from those below.

Curriculum Areas and Subjects

- Languages
  - English
  - German (Including a French block)

- Mathematics

- Science
  - Physics
  - Chemistry
  - Biology
  - Horticulture
  - Lab Skills

- Social Studies
  - Business
  - History
  - Admin/IT
  - Modern Studies
  - Geography

- Technologies
  - Computing
  - Practical Cookery
  - Engineering Science
  - Fashion
  - Graphics
  - Practical Craft Skills

- Expressive Arts:
  - Art & Design
  - Music
  - Drama

- Religious and Moral Education

- Health & Well Being:
  - Physical Education, including Nutrition
  - Personal and Social Education

Interdisciplinary Learning

- Learning will takes place across subjects in the following:
  - Literacy
  - Numeracy
  - Health and Well Being
  - Digital approaches

Opportunities for Personal Achievement

- In Third Year these are provided outside the school day and through our extra-curricular programme . We work with a number of important partners to offer rich learning experiences, for example through Technology and Art competitions in conjunction with the Rotary Club.
- Students are encouraged to get involved in community life outwith the school, and we promote all local partners through our Showcase event every year.

SENIOR PHASE S4 to S6

Students in S3 choose which subjects they wish to study for examinations at the end of S4 in line with the Scottish Governments Curriculum for Excellence reforms.

How are the qualifications assessed?

Schools and colleges continue to mark and assess Courses at Levels 1-4, for example National 1, National 2, National 3 as well as National 4. We have some National Progression Awards at Level 4 as well.

Courses at Levels 5-7, i.e. National 5, Higher and Advanced Higher levels include work which is assessed by schools, but for these qualifications, students also have to pass an additional assessment – usually a question paper and/or an assignment – which is marked externally by SQA.

Assessment methods for the qualifications are appropriate to the subject and level students are studying. For example, a National 4 Geography case study will have different demands from a Higher Geography case study.

Do young people still choose their subjects?

Young people continue to choose individual subjects at all qualification levels and they make choices for S4, S5 and S6.

What subjects and levels are currently available at Eyemouth High School?
See below for a list of subjects.

For more information about qualifications, visit the Qualifications Scotland website at
https://www.qualifications.gov.scot/

Eyemouth High School SQA Subjects/Levels 2026-2027

Administration & IT	National/Higher	Art & Design	National/Higher/Adv Higher
Biology	National/Higher/Adv Higher	Business Management	National/Higher/Adv Higher
Chemistry	National/Higher/Adv Higher	Comp. Games Dev.	NPA (level 5)
Drama	National/Higher/Adv Higher	Engineering Science	National/Higher
English	National/Higher	Fashion & Textiles	National
French	National/Higher	Geography	National/Higher/Adv Higher
German	National/Higher	Graphic Comm.	National/Higher
History	National/Higher	Horticulture	NPA (level 4)
Laboratory Science	National	Mathematics	National/Higher/Adv Higher
Media	National/Higher	Modern Studies	Naitonal/Higher
Music	National/Higher/Adv Higher	Music Technology	National/Higher
Physical Education	National/Higher/Adv Higher	Photography	NPA (level 5)/Higher
Physics	National/Higher/Adv Higher	Practical Cookery	National
Practical Metalwork	National	Practical Woodwork	National
RMPS	National/Higher	Scottish Baccalaureate	Adv Higher
Sport & Fitness	NPA (level 5)	Rural Skills	NPA (level 5)
Sports Leadership	Higher Units	Wellbeing	NPA (level 5) units

EYEMOUTH HIGH SCHOOL	SENIOR PHASE CHOICES 2026-2027– S6 Form - FINAL								FINAL
Student's Name:		Class:		Today's Date:		Pastoral Teacher:		Checked?	Office?

	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
S6 Only Level 7	• Chemistry • Art • English (with travel to BHS) • **Mechanics – online SBC offer**	• Biology (with travel to BHS) • French – online SBC class • Maths (with travel to BHS) • **Physics – online SBC offer**	• Biology • **Maths – online SBC offer**	• Maths	• Mechanics of Maths – online SBC class • Physics • Scottish Baccalaureate (can be taken with Physics) • Physical Education
S5 & S6 Level 6 6 periods	• Business • Computer Game Development NPA (with travel to BHS) • Drama • English • German	• Art • Biology • English • Fashion • French • Sports Leadership • Physics	• Chemistry • Maths • Photography • Politics • RMPS	• Admin • Graphic Communication • History • Maths • Media • Music	• Biology • Communication and Literature – National Certificate L6 • Engineering science • Modern Studies • Geography • Physical Education
S4, S5 & S6 Levels 4/5 4 periods **Unless indicated both levels are available in the same class** **Please tick the 2-period option you might take below.**	• Biology • Boat Building • Chill and Chat Café (A) • Computing (with travel to BHS) • Computer Game Development NPA (with travel to BHS) • German • LEAPS – Preparation for University Course • Media • Music • Physics • Social Subjects N4 (Mix of History/Geog./MS) • NPA Sport and Fitness: Team Sport - Football	• Boat Building/Personal Development Award • Fashion • French • Laboratory Science • Modern Studies • Photography NPA • Physics • Practical Woodwork	• Biology • Business • Geography • Horticulture • Maths (S5/6 only) • Apps of Maths (S5/6 only) • Physical Education • Practical Metalwork • Rural Skills (6 periods) • Supported Learning Group	• Admin • Biology • Drama • Chemistry • Effective Now – Adult Achievement Award - Level 4/5 • Graphic Communication • Physical Education • Practical Cookery • RMPS • Supported Learning Group	• Art • Art and Design NPA • Chemistry • Chill and Chat Café (E) • College • Construction Craft and Technician – NPA level 4 – delivered by Borders college in Eyemouth • Engineering Science • History
Two Period Options	○ Health and Wellbeing ○ Study	○ Young STEM leaders	○ Health and Wellbeing ○ Study	○ Study	○ Study
CHOICE: SUBJECT/LEVEL					

ASSESSMENT AND REPORTING



S1-S3

In the Broad General Education (S1-3), targets will be to "achieve" the particular Level that a student is working at. As a guide, Education Scotland highlight the following as expectations:

Early Level – achieved by end of Primary 1;
First Level – achieved by end of Primary 4;
Second Level – achieved by end of Primary 7;
Third Level – achieved by end of S3;
Fourth Level - for students who have achieved the Third Level before the end of S3.

You will receive a Progress Report once a year which will indicate the progress towards the target as well as information about Behaviour, Effort and Homework. You will also have the opportunity to attend a Parents' Evening.

Progress colours
A student's progress towards their target should be summarised for each subject as:

GREEN: excellent; OR
AMBER: good progress; OR
RED: not making as much progress as we'd like.

It is important to stress that "AMBER" (i.e. "good") is likely to be the norm and is not a cause for concern. "GREEN" is reserved for excellence, and students will have to be working consistently hard and doing very well in order to be given this colour.

Additionally, we use an App called Showbie to share examples of work, feedback and reflections on learning. This can be accessed using a unique parent code which will be sent to you.



Senior Phase

In S4-S6 we track the progress of our students very closely. As certain times, we will be in touch with you to give you details about progress. Timings will vary but, as a general guide:

- In October, we will write to you to either let you know that progress has been good or to let you know that there are some areas for improvement. Where improvement is needed, we will invite you in for a meeting with the relevant teachers.
- In November, we will send home a Progress Report. This will provide some simple information about the Working Grade as well as Behaviour, Effort and Homework. This information will form the basis of discussion at the Parents' Evening.
- In December, you will have the opportunity to meet teachers to discuss progress and next steps.
- In February we will send home details of how your young person performed in their Prelims.

Additionally, we use an App called Showbie to share pieces of work, feedback and reflections on learning. This can be accessed using a unique code which will be sent to you. Our Achieve website is also excellent for study information and guides.

Inspire Learning

Students at Eyemouth High School will all be supplied with an iPad as part of the Scottish Borders Council Inspire Learning project. This will help to enhance their learning at school and:

- Raise educational attainment
- Enable young people to access the most up to date educational resource
- Raise levels of engagement, motivation and interaction
- Support remote and independent learning
- Improve self management
- Improve the digital skills needed for the future workplace

Using and looking after the iPad

Pupils will use their iPad at school every day. We are therefore asking that pupils come to school with their iPad fully charged.

It is also important to check regularly for software updates. These should be carried out at home.

The council and school will have full supervision of the iPads and will manage them using a Mobile Device Management system. If a young person leaves the school, the iPad, charger and case must be returned.

Pupils are responsible for the care of their iPad. If the iPad breaks or fails to work properly, this must be reported to the school as soon as possible. Please note, the school will not replace lost or broken chargers.

The two apps most frequently used to support learning at Eyemouth High School are Microsoft Teams and Showbie. More information about these apps can be found on our school website.

Further information about the Inspire Learning project can be found at:

Inspire Learning update | Inspire Learning | Scottish Borders Council

Microsoft TEAMS and Showbie

All pupils have access to an individual iPad for their learning. These are used widely throughout school and in lessons. Class teachers organise resources and work using two main apps—Microsoft TEAMS, and Showbie. On Showbie, parents can see details about tasks set, timescales, and feedback from teachers.

TRANSITIONS

TRANSITIONS 1: PRIMARY-SECONDARY LINKS

The High School has strong links with our associated primaries in Cockburnspath, Reston, Coldingham, Ayton and Eyemouth. As a result we receive detailed information from our primary colleagues on the progress, abilities and strengths of each student.

Our Pastoral and Support for Learning staff visit the associated primaries during the second half of Primary 7, to discuss students' expectations and concerns about the forthcoming move to the High School (at times transition starts as early as Primary 6). At this time, Pastoral and Support for Learning staff also discuss with primary staff all aspects of each student's primary schooling so that the accumulated knowledge gained may be passed on to High School teachers.

We have a comprehensive Transitions programme which involves young people coming to the High school on multiple occasions in P7 for visits, and also a joint residential which all Primaries attend along with Secondary Staff. A key evening is the school's Christmas Showcase each year, where P7 Parents and the Public are invited to come and see the school and community at their best.

P7 PARENT'S EVENING – OPEN DOORS EVENT

During this evening, you will be given further details about the High School and an opportunity to ask questions or pass on information about your sons and daughters. You will also have a chance to look around the school at various departments.

Overall the aim of our primary/secondary liaison is to make the transition from primary to secondary as smooth as possible for the students.

TRANSITIONS 2: 16+ LEARNING CHOICES

An essential part of the Senior Phase of secondary school (S4 – S6) is to enable students to develop their thinking about careers, the world of work and training so that they can follow their path to qualifications and achievement.

Throughout S4-S6, students follow a PSE programme which involves the Skills Development Scotland Adviser. This programme aims to develop research skills and decision-making skills so that awareness is raised about the possibilities when a young person reaches 16 and the end of compulsory schooling.

There is a Future Options Parents Night held in February/March where you are invited into school to meet with Pastoral teacher and/or Careers Adviser and discuss the next steps of your son/daughter. Every effort is made to support students in their decision-making so that they can be confident when making those very important decisions: to stay on or leave school, to go to college or university, to go into employment or training.

Throughout the senior school, students are reviewed by Pastoral and Additional Support Needs (ASN) staff and students are identified. These students receive extra support as they make decisions about qualifications, employment and training. Parents will be involved in this process. Students continue to be monitored by Pastoral staff whether they stay on at school or leave. The school is active in working with Skills Development Scotland, Community Learning and Development and a variety of training agencies to try to ensure that young people go on to a positive destination at whatever age they leave school.

SUPPORT FOR STUDENTS

Getting It Right For Every Child (GIRFEC) is the National approach to ensure that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries and putting your child and you at the heart of decision making, giving all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are being encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to
- the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more
- effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This
- should ensure children, young people and their families give information only once, and enables the
- development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are now fully implemented. If you would like any further information please ask Mrs Patterson, DHT for Pupil Support.

PASTORAL TEACHERS

Eyemouth High School has 3 Pastoral teachers and on joining the school, a young person is allocated to one of these teachers. Two of our Pastoral teachers support across the whole school, with approximately 200 students each. Another has a more targeted approach and supports approximately 50 of our students who require further and ongoing support. The Pastoral teachers is the key adult who has the overall picture of how a student is progressing. If you as a parent wish to discuss any aspect of their schooling, then the Pastoral teacher should usually be the person to contact. Similarly, if the school wishes to discuss progress with you, then it will be the Pastoral teacher who contacts home.

As the known person, they are responsible for monitoring a student's progress and so they work closely with subject teachers. They teach the Personal and Social Education (PSE) programme in weekly lessons to classes. PSE involves learning about how to get on with people, covering topics as diverse as Careers Education, Financial Education and Health and Wellbeing. They meet on a 1:1 basis with each student in a programme of interviews (at least once per year) focusing on curricular, vocational and pastoral progress. The Pastoral teacher – because of this knowledge of a student – is usually the person who compiles references for prospective employers and Higher and Further Education institutes (colleges, universities etc). They also liaise closely with a variety of agencies in order to support students, including the educational psychology service, family support, social work, counselling and mental health support services, the school nurse and the police.

The Pastoral teacher is the person for you to contact about sensitive aspects of learning (eg relationships, sexual health, parenthood, drugs awareness).

ADDITIONAL SUPPORT NEEDS

The Additional Needs department supports students with a wide range of needs in a mainstream setting. In line with the Additional Support for Learning Act, students with social, emotional and behavioural difficulties, students with specific learning difficulties (for example, dyslexia) and able students are included in the support provided. There is no special class or unit.

Additional Needs teachers and Additional Needs Assistants (ANAs) work in classrooms alongside subject teachers. In this way they can respond to the full range of learning needs. Support staff may be involved in supporting individual students, small groups or the whole class. We have a Learning Zone, where additional advice and help can be given. Additional Needs teachers also give specialised teaching and support to small groups of students.

The support provided by the department also includes:

- identifying and assessing learning difficulties
- drawing up individualised programmes of work
- providing extra teaching, materials or resources
- reading and scribing for tests and exams
- arranging assessment arrangements for SQA exams
- encouraging the use of ICT
- liaising with parents and outside agencies
- helping subject teachers to devise differentiated courses to meet the learning needs of a wide range of students.

A number of students receive additional support which is planned and coordinated by Additional Needs and monitored by Pupil Support Teams—Eye, Tweed and Support Plus.

ADDITIONAL SUPPORT FOR LEARNING

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

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

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

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

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

For further information please use the following link,
https://www.scotborders.gov.uk/info/20041/support_for_pupils/456/additional_support

We work closely with our Educational Psychologist, Gillian Gibson. Details about the service can be found here: https://www.scotborders.gov.uk/info/20041/support_for_pupils/803/educational_psychology_service

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

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

The statutory framework for Additional Support for Learning is the Education [Additional Support For Learning] [Scotland] Acts 2004 and 2009.

For more information, you can contact:

a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.
b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk and
c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. http://www.legislation.gov.uk/asp/2016/9/contents/enacted
d) The new Carer's Act came into force on 1st April 2018. You can find information here— http://www.legislation.gov.uk/asp/2016/9/contents/enacted
e) Information about the Young Carers, who support students who are carers can be found here— https://www.scotborders.gov.uk/info/20054/children_and_families/594/young_carers

PUPIL SUPPORT TEAMS

The school's Pupil Support Teams manages support for a number of students who have learning, social, emotional or behavioural difficulties which affect their progress in school. These teams includes Senior Leadership, Pastoral, Additional Needs and the School Nurse. These teams are Eye, Tweed and Support Plus.

At the weekly Team meetings Pastoral staff, in consultation with the Additional Needs Principal Teacher, can raise concerns about a student who has not responded to the normal support systems. The team can then advise on what additional support or strategies should be adopted and will monitor the student's progress. Occasionally the team promotes initiatives within the school which may help prevent behavioural difficulties arising.

If you have any Child Protection concerns please contact the Deputy Head of Pastoral or a member of the Guidance team.

HEALTH CARE

Although the local Authority is not obliged to provide first aid care for students, a number of the administrative or technical support staff are trained first aiders who will provide first aid for students. If a student is unable to continue the day at school due to illness the school will attempt to contact parents to make necessary arrangements.

HEALTH CARE (continued)

Action plans are in place for students who suffer allergic reactions which could result in anaphylaxis shock or who suffer from diabetes etc. Expiry date and replacement of medication/diabetic supplies is a parental responsibility as detailed in the action plan. Should a student use any medication held at Eyemouth High School office, it is the parents' responsibility to replace the medication, epipen, diabetic medication/drinks, etc immediately.

ADMINISTRATION OF PRESCRIBED MEDICATION

This is not a service that this establishment is obliged to undertake.

The only medicine that can be administered by school staff must be prescribed by a doctor and can only be administered on completion of the 'Parent/Carer Request to Issue Prescribed Medication Form' (consent can also be given via a telephone call). This is to safeguard the interests of both staff and students. It is the parent/carer's responsibility to ensure that there is sufficient medication available and that it is in date. Out of date medication will not be administered without direct instruction from a Healthcare professional.

The school also has access to Berwickshire's School Nurse, who visits regularly and is involved in providing a 'drop in' service to students. She is a valued extra support to students and support staff.

SKILLS DEVELOPMENT SCOTLAND (SDS) CAREERS SERVICE

Every pupil has access to a dedicated Skills Development Scotland (SDS) Careers Adviser throughout their time at school.

Emma Fairley is the Careers Adviser for Eyemouth and she works in partnership with the school to help young people develop the knowledge, skills and confidence they need to make informed decisions about their learning, training and career options.

Support is available through:

One-to-one career guidance appointments

Group learning sessions and classroom activities

Support with subject and option choices

Help exploring college, university, apprenticeship, employment and training pathways

Assistance with applications, personal statements and CVs

Support during key transition points, including moving from school into further learning or work

Information, advice and guidance tailored to individual needs and circumstances.

Pupils can make an appointment by speaking to their guidance teacher, popping into the library or by scanning the QR code.

Emma is available at parent evenings to help you understand the opportunities available and support discussions about future plans. You can also contact her by email at emma.fairley@sds.co.uk or call her directly on 07920576891

Useful information for parents and carers can also be accessed through My World of Work **www.myworldofwork.co.uk**

Skills Development Scotland services are available to students after they leave school. Contact the local office for more information on 01896 754884 or 0800 917 8000.

SCHOOL IMPROVEMENT

Letter from Education Scotland—Our Inspection Findings in February 2019

12 March 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited Eyemouth High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- There is a very positive climate for learning in all curriculum areas. Almost all young people are motivated to achieve well, and they work successfully with their teachers.

- Guided effectively by the senior leadership team, staff demonstrate clear commitment to improving the learning experiences of all young people. They take part in considerable professional learning. This includes them working well in a motivated learning and teaching improvement group and using carefully-selected educational research to develop their knowledge and skills.

- The school provides young people with a wide range of opportunities to help them achieve success. Effective partnership working also provides support for targeted groups of young people who face potential barriers to their learning. This is leading to these young people engaging more positively in their learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Scottish Borders Council.

- Develop more consistency in the quality of learning and teaching across the school.

- Continue to develop the senior phase curriculum so that it provides appropriate and varied pathways for all young people. This will increase the opportunities for them to attain well. Staff should also interrogate and use information from regular tracking and monitoring activities carefully to ensure that each young person is placed on an appropriate level of course.

SCHOOL IMPROVEMENT

Letter from Education Scotland—Our Inspection Findings in February 2019

We gathered evidence to enable us to evaluate the school's work using quality indicators from **How good is our school? (HGIOS 4) | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland**. Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Eyemouth High School

Quality indicators	Evaluation
Learning, teaching and assessment	**good**
Raising attainment and achievement	**satisfactory**
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) is be available on the Eyemouth High School website at: **download.asp**

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Scottish Borders Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Celia McArthur
HM Inspector

SCHOOL IMPROVEMENT

REPORT 2025-6 SUMMARY

Eyemouth High School continues to make strong progress in delivering high-quality learning experiences and positive outcomes for young people. Guided by our vision of being a warm, rich and challenging school, we remain committed to excellence, equity, wellbeing and helping every learner achieve their full potential.

During 2025-26, the school made good progress in improving learning, teaching and assessment. High-quality classroom practice remains a key strength, supported by positive relationships, strong subject expertise and an extensive programme of professional learning for staff. Our focus on evidence-informed approaches, instructional coaching and professional collaboration has led to increasing consistency across the school. Learners report that teaching is supportive, challenging and helps them to succeed. Parents and carers are also positive about the progress their children are making.

Attainment outcomes continue to improve. In S1 to S3, achievement of Curriculum for Excellence levels in literacy and numeracy has risen significantly, with performance strengthening across all learner groups. Senior phase attainment remains broadly in line with or above comparable schools in several measures, while 98% of school leavers moved into positive destinations, the highest figure achieved in the past four years. Our curriculum continues to expand, with learners benefiting from wider pathways including National Progression Awards, leadership opportunities and skills-based qualifications.

The school also demonstrates a strong commitment to wellbeing, inclusion and equity. Learners report feeling safe, respected and supported, and positive relationships are evident throughout the school community. Our Pupil Support, Additional Needs and Flexible Curriculum programmes provide personalised support for young people, while close partnership working with families and external agencies ensures that learners receive help at the right time. Attendance remains above local and national averages, exclusion rates are low and targeted interventions have successfully reduced persistent absence for key groups of learners.

Partnerships continue to play a vital role in school life. Parents, community organisations, employers and partner agencies contribute significantly to enhancing learning opportunities, supporting wider achievement and developing career pathways for young people. Increased opportunities for pupil leadership, rights-based learning and wider achievement have further strengthened learners' confidence, skills and engagement.

Looking ahead, our improvement priorities include further strengthening attendance and engagement, continuing to improve consistency in learning and teaching, developing curriculum pathways, enhancing family engagement and ensuring that stakeholder voice plays an even greater role in school improvement. Through ongoing self-evaluation and collaboration, the school is well placed to continue its journey towards very good and excellent outcomes for all learners.

We had pleasing performance in some of our key measures compared to the S4 cohort numbers:
5+ Level 4 awards in S4 – 83.70% achieved this, compared to 84.13% for our VC
5+ Level 5 awards in S4 – 50.00% achieved this, compared to 57.9% for our VC.
5+ Level 5 awards in S5 – 63.8% achieved this, compared to 71.3% for our VC.
5+ Level 6 awards in S5 – 22.6% achieved this – compared to 28.7% for our VC.
5+ Level 6 awards in S6 – 43.3% achieved this – compared to 38.17% for our VC.
1+ Level 7 award in S6 – 23.1% achieved this – compared to 22.4% for our VC.

In the BGE, we see pupils making progress towards the Scottish Government target of 85% of pupils on track for achieving Level 3 at the end of S3. (May figures)

Year	On track—Numeracy	On track L and T	On track—Reading	On track—writing
S1	85.54%	91.76%	88.1%	86.91%
S2	84.87%	84.21%	81.06%	78.95%
S3	93.75%	95.83%	95.83%	94.79%

SCHOOL IMPROVEMENT

Areas for Improvement 2026-27

Based on school, local and national priorities

	Improve / New *Think key priority* *Action plans needed for these*	Consolidating / Continue *Think 'embed, expand'* *Building on previous activity*	Explore / Understand *Think 'questions, wicked issues'* *May be key priorities next session*
Learning, teaching, assessment	By June 2027, implement S3 BGE tracking, curriculum and assessment processes in all relevant subject areas, and establish agreed S1–S2 approaches, so that progress data is used consistently to identify learners' next steps.	By June 2027, complete the end-of-cycle review of learning and teaching, using agreed focus areas and student survey evidence to identify strengths and next steps.	What are the implications from the Curriculum Review Cycle we have to consider?
Inclusive practices	By June 2027, complete a needs analysis of learners and use the findings to evaluate current inclusive practices and structures, identifying sustainable improvements and regular self-evaluation processes.	By June 2027, consolidate the new Pupil Support structure so that learners' needs, including protected characteristics and additional support requirements, are reviewed regularly and addressed through planned support.	How do we work increasingly effective as a cluster support team for our young people?
Curriculum	By June 2027, review the Senior Phase curriculum offer and update the Curriculum Rationale so that pathways better reflect learner needs, aspirations and available evidence.	By June 2027, consolidate Rights Respecting Schools work and achieve Silver accreditation through evidence of learners' understanding of rights across the curriculum and wider school life.	Are we meeting the needs of all of our students through our curriculum offer?
Leadership	By June 2027, agree and implement consistent self-evaluation approaches across all areas of the school, with evidence used termly to inform improvement planning and next steps.	By June 2027, strengthen middle leadership by embedding agreed school improvement approaches and using evidence from faculty plans, quality assurance activity and professional dialogue to demonstrate impact. By June 2027, further develop student leadership by embedding agreed learner voice opportunities and evidencing the impact of student-led improvement activity.	How can we improve our quality assurance and self-evaluation processes using data?

EYELEARNWELL

OUR VISION IS TO COMBINE EXPERT LEARNING AND TEACHING WITH MEANINGFUL SUPPORT FOR OUR YOUNG PEOPLE

Appendix 1

SCHOOL DRESS CODE

What is our dress code?

For **all pupils from S1 to S6**, school dress code is:

- **Smart black trousers, or skirt** (not tracksuit material, not faded or ripped, no leggings unless worn with skirt)
- **Smart black tailored shorts** (not PE shorts, badged sports shorts, 'hotpants' or close-fitting shorts such as cycling shorts)
- **Plain white or black collared shirt**
- **School tie (S6 have their own tie)**
- **School blazer, black school jumper or cardigan, mid-layer ¼ zip top (softshell material) or cotton ¼ zip top (sweatshirt material) preferably with school badge attached. No branded jumpers will be acceptable.**
- **Black or Brown footwear**

Scottish Borders Council has made it clear that the following categories of clothing are unacceptable in any of their schools in any circumstances:

1. Clothes which could cause health or safety difficulties for the wearer or others (eg clothes with flammability warning).
2. Clothes which cause damage to the school (eg certain types of shoes).
3. Clothes which could lead to indiscipline or poor behaviour (eg clothing associated with particular sporting factions or teams).
4. Clothing which could cause offence to others in the school as a result of wording or pictures (eg certain t-shirts with explicit pictures or slogans, clothes which are too revealing, tight or short).
5. Clothing which encourages the use of alcohol, tobacco, or drugs.

No student will be allowed to wear such clothes in school, and you are asked to ensure that your young person complies with this requirement.

Please note the following points which **are for each student's own health and safety:**

1. Lightweight sportswear, eg tracksuits, football shirts, etc must not be worn to school because all the major manufacturers of these have been contacted and have stated that their sportswear is not suitable for use in workshops or laboratories (even those sports clothes which claim to be non flammable). This means that any such clothes in Home Economics, Technical or any Science class are a risk.

2. Any form of loose fitting clothing is dangerous to the student in practical classes such as Technical, Home Economics and the Sciences. Therefore cuffs must be fastened and shirts must be tucked in.

Please note that any student who arrives unsuitably dressed for a practical lesson will not be permitted to carry out the practical task. Instead, (s)he may be removed to another class or to another part of the same classroom where (s)he can continue with written work in a safe environment. Alternatively (s)he may be required to wear overalls provided by the school so that (s)he can safely continue with the practical work.

Parents who wish to request help with the cost of school clothing may obtain an application form for a grant from the Scottish Borders Council web site by following this link, https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_help_with_schoolwear or by asking at the school office.

Appendix 1

ORDERING OF SCHOOL UNIFORM

SCHOOL UNIFORM MUST BE ORDERED ONLINE BY PARENTS/CARERS FROM EITHER BORDER EMBROIDERIES OR TESCO. FANTASY PRINTS IN BERWICK NOW SUPPLY UNIFORM, YOU CAN ORDER ONLINE OR VISIT THEIR STORE ON THE RAMPARTS INDUSTRIAL ESTATE, BERWICK-UPON-TWEED.

Border Embroideries Ltd:
Go to **Embroidered Schoolwear & Clubwear (border-embroideries.co.uk)**
Click on Schools Online Ordering
Select Eyemouth High School 1st - 3rd year or Eyemouth High School 4th - 6th year - a list of items available to purchase will be shown.

DELIVERY OPTIONS - If you order prior to the 21 of the month and click on free delivery to the school your order will be delivered by the 28 of that month. If you choose to have your order delivered to your home this will incur a charge (charge will be shown at check-out).

My Clothing: **My Clothing Limited, your premier school uniform supplier**
Select your school from the list and you'll see all the customised items you can buy
Choose the quantity and sizes you'd like, then add them to your basket
Pay easily with a debit or credit card at the check-out

DELIVERY - Your embroidered items will be delivered to your home (charge will be shown at check-out).

Fantasy Prints:
School wear shop now open at Unit 3, Ramparts Industrial Estate, Berwick-upon-Tweed – garments can be tried on for size before you purchase. A supply of all school wear will be held in stock.
OR
Go to **Personalised Print & Custom Branded Workwear & Uniforms | FPUniformz**
Select Eyemouth High School from the list – a list of items available to purchase will be shown.
Choose the quantity and sizes you'd like and follow on screen instructions.
OR
Alternatively, you can call 01289 303242 to order or reserve garments.

DELIVERY - Your garments can be delivered to your home (charge will be shown at check-out) or you can collect free of charge from either Unit 3, Ramparts Industrial Estate or the shop on West Street, Berwick-upon-Tweed.

Appendix 2

EMPLOYMENT OF CHILDREN & YOUNG PEOPLE

Parents often wish to know what the law says about students and part-time jobs. This section informs parents what the law states about hours of work etc.

As a school we feel that some out of school employment may be beneficial – it teaches students the value of money, self discipline etc – but if the number of hours worked becomes excessive, work may affect academic performance or other aspects of a student's school life. If this occurs the school may wish to invoke the law.

The list of rules below is not exhaustive – it merely highlights the main points.

1. No-one under the age of thirteen years may be legally employed.
2. No child under fifteen years of age may work regularly for more than two hours on any Sunday.
3. No child may be employed for more than two hours on any day he/she goes to school.
4. No child may be employed before 7am or after 7pm on any day.
5. No child may work in a bar during opening hours (applies up to eighteen years of age).
6. No child may engage in street trading.

No child may work in certain manufacturing, building or transport industries, eg sawmills, on fishing boats.

If you wish further details, please follow the link to the SBC website:

Employment byelaws for children and young people | Scottish Borders Council (scotborders.gov.uk)

An application form for a work permit can be downloaded from the same site – or is available from the school office.

Appendix 3

EXTRA CURRICULAR ACTIVITIES

Department	Year Group	Activity	When
ART	S1-6	Museum and Gallery visits	Various times throughout the year depending on current exhibitions
DUKE OF EDINBURGH	S3-6	Duke of Edinburgh Awards at Bronze, Silver and Gold levels	Various times
PE	S1-6	Badminton	Tuesday lunchtime
	S1-3	Basketball	Thursday lunchtime
	S4-6	Basketball	Tuesday after school
	S1-6	Cheerleading	Thursday after school
	S3	Fitness Suite	Wednesday lunchtime
	S1-6	Football	Monday lunchtime
	S1-3	Hockey	Tuesday after school
	S4-6	Hockey	Wednesday after school
	S1-6	Hockey & Rugby matches	Friday after school and some Saturday mornings
	S1-6	Netball	Monday after school
	S1/2	Rugby	Wednesday after school
	S1-3	Rugby	Monday 6:00pm (at Duns RFC)
DRAMA & MUSIC	ALL	Theatre Trips Open Mic Nights—opportunities for performing in all areas of Music/Dance/Drama Senior Edinburgh Fringe Trip	Various times dependant on productions. End of each term.
EUROPEAN LANGUAGES	ALL	German Exchange	September/October
TECHNOLOGIES	ALL	Greenpower Race Car	Wednesday lunchtimes in the Construction Barn
ADDITIONAL SUPPORT	ALL	Quiet Zone	A quiet place at lunchtimes for pupils who may find the main school difficult to 'navigate'. Spaces are agreed by the DHT Pastoral.
SOCIAL SUBJECTS	ALL S1-6	Model United Nations Society Debate Club	Monday lunchtime in Business Education Thursday lunchtime (Mr Noon) in SS01
GENERAL	ALL ALL ALL	SU Q&A – School Chaplain Chess Club Neurodiversity alliance	Tuesday lunchtime in the Library Thursday lunchtime In Mr Bender's room Wednesday lunchtime in English 05 (Miss A-B)

Appendix 3

STUDY SUPPORT

Curricular Area	Subject	When
GENERAL STUDY	ALL	Tuesday after school (Senior Leadership Team)
English & Literacy	English	By arrangement / appointment with teacher
European Languages	German	By arrangement / appointment with teacher
	French	By arrangement / appointment with teacher
Expressive Arts	Art Folio	Wednesday after school (Mrs Cochrane & Ms Graham)
	Drama	By arrangement / appointment with teacher
	Music	By arrangement / appointment with teacher
Health & Well Being	PE Higher PE Nat 5	Tuesday lunchtime Wednesday lunchtime
Library	The library is open until 4:00pm Monday to Thursday	
Maths & Numeracy	Maths Maths Maths	Tuesday after school (Mrs Dawson) Thursday after school (Mr Bender) Thursday after school (Mrs Atkinson)
Sciences	Biology S3-S6 Biology S4-S6	Monday after school (Mrs McDougall Welch) in SCI03 Thursday lunchtime (Ms Bowie) in SCI05
	Chemistry S4-S6 Chemistry S4-S6	Monday lunchtime (Dr Harkness) in SCI02 Tuesday lunchtime (Miss Stevenson) in SCI01
	Physics S3-S6 Physics S4-S6	N5 Physics Waves & Radiation Catch Up (plus S3, N5 & Higher Physics support) Lunchtime (Dr Lymer) in SCI07 (bring your lunch) Monday after school and Thursday lunchtime (Ms Le-Mar) in SCI06
	S1 STEM Club	Tuesday lunchtime in SCI02 for fun Science experiments (fortnightly)
	Gardening Club	Help us Design a Sensory Garden Bring your lunch to SCI07 (Dr Lymer's room) and we'll head out to the allotment
Social Studies	Business & Admin/IT	By arrangement with Mrs Martin
	Modern Studies & Politics	Thursday after school (Mr Noon) in SS01
Technologies	Practical Metalwork and Practical Woodwork	By arrangement / appointment with Mrs Brown
	Eng. Science Nat 5 & H	By arrangement / appointment with Miss MacGregor
	Fashion & Textiles	By arrangement / appointment with teacher
	Graphic Comm. Nat 5 & H	By arrangement / appointment with Miss MacGregor
	Practical Cookery	By arrangement / appointment with teacher

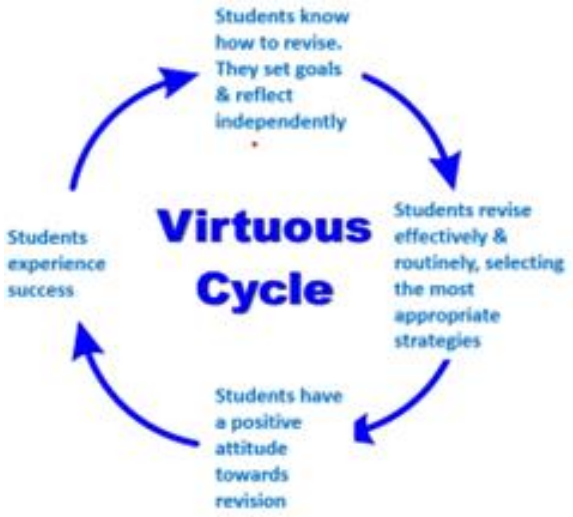
Appendix 4

HOMEWORK—POLICY & GUIDES

HOMEWORK POLICY—SEPTEMBER 2023

Rationale

"Homework can be an effective way of building self-regulated learners. It is crucial to creating a strong culture of study as much student revision takes place at home. We need to put scaffolding in place to ensure that all students can complete their homework independently, regardless of ability."
(The Revision Revolution, Howell and McGill)



Homework issued should, for the most part, be **revision based** with the aims of:

- Building effective study and revision habits and embedding the core knowledge that our learners will need to be successful
- Ensuring our learners are confident in using the best retrieval and study techniques which will be explicitly taught to them
- Along with learning logs, developing self-regulation in our learners

We will **support** our learners by:

- Directly teaching our learners the basics of **cognitive science**, with regards to the limitations of short term memory and the importance of **retrieval** techniques in ensuring long term retention.
- Directly teaching the retrieval and study techniques they should use to be successful, with a particular focus on flashcards, brain dumps and self quizzing. Please note, homework may include other revision based activities such as retrieval grids, practice questions and others. We can ensure that our learners are aware that these are all **revision** activities.
- Providing access to **homework support**, run by senior students and, in some cases, by staff.
- Providing **knowledge organisers** (or other supports) which clearly outline the material to be learned.
- Using regular and informal **knowledge checks**, where appropriate, to enable learners to chart their progress.
- Using the homework diaries to help with **organisation and clarity**.

Homework Expectations

Below is an outline of what faculties have said that they expect and think is reasonable. Please note that there is no expectation that homework should be marked by the teacher. Rather, the teacher should check that the revision is being done. This could be done through a **knowledge check**.

Appendix 4

Broad, General Education (BGE) - S1-3

- ENGLISH- completion of revision calendars or quizzes plus twenty minutes of personal reading at least three times a week.
- MATHS – 20-30 minutes of practice per week.
- SOCIAL SUBJECTS - 1 revision based task per fortnight (for 2 subjects at a time).
- SCIENCES – 1 revision based task per fortnight (except for Horticulture and Practical Science).
- TECHNICAL – 1 revision based task per unit (around 7 across a year).
- EUROPEAN LANGUAGES – Regular vocabulary revision.

Other faculties may set homework on a less regular basis.

Senior School—S4-6

- NATIONALS – no more than one hour per subject, per week.
- HIGHER AND ADVANCED HIGHER – no more than one and a half hours per subject, per week.
- In reality, it is unlikely that pupils will be completing revision for each subject each week. The school will produce an assessment calendar in order to avoid a pile up and to help learners plan their revision.

Procedures for non completion

Class teachers

Should take action when a learner:

- Fails to complete 3 consecutive tasks when homework is weekly or fortnightly
- Fails to complete 1 task when homework is monthly

At this point a teacher should issue a demerit on Seemis. Faculty PTs may wish to contact home.

SLT

As part of the monthly monitoring of demerits, SLT will take action where a pattern of non- completion emerges. Action taken will depend on the overall picture. If the problem is confined to one subject, the faculty PT may be asked to take action.

Appendix 5

SCHOOL MEALS

The quality of the food at Eyemouth High School is excellent and the choice of food available is very varied and will allow students to make informed choices to suit all of their preferences and dietary needs! Healthy options are encouraged and always available.

CASHLESS CATERING

Instead of cash, students use fingerprint biometrics to pay for food and drink in schools. Parents and pupils reserve the right to object to using fingerprint recognition. Any pupil wishing to opt-out will be issued an alternative identification method, e.g., PIN number.

The key aim of the cashless system is to make lunchtime more efficient for students. It is quick and simple to use and the benefits are clear.

WHAT ARE THE BENEFITS?

It will help to...

- Speed up queues by serving students more quickly
- Reduce the amount of money students carry in school
- Ensure complete anonymity for students entitled to free school meals as the same card will be used for payment
- Give parents confidence that money provided for school meals is used for that purpose
- Reduce inconvenience as there is no need to find money on a daily basis
- Improve hygiene as the handling of cash at the payment point is eliminated

HOW DOES IT WORK?

Crediting your account.

You can credit your account by using ParentPay, a secure online payment system (see appendix 9 for further information).

In addition to this, students can also use Chip & PIN, paying with their bank card, this new payment method will provide pupils with an alternative way to make purchases, eliminating the need to top up their cashless catering accounts.

FREE SCHOOL MEALS

A major benefit of using cashless catering for payment of food in schools is that the card is exactly the same as for students who qualify for free schools meals.

Each day the system will automatically credit the daily allowance for a school lunch directly into the account of students entitled to free school meals. If for any reason the allowance is not used that day for a school lunch it will be deducted back out of the account.

Free school meal entitlement is only available for school lunch and for the pre-ordering of school lunch. You can however place additional credit and money onto your card for purchases of other items.

FUSION APP

This App allows students to pre-order items from the canteen and check the balance on their account via a mobile device, avoiding the need to queue at lunchtimes. Students will be issued with details of how to set up their account once enrolment has taken place.

Appendix 6

MOBILE PHONE POLICY

- Students are allowed mobile phones in school but these should be **SWITCHED OFF AND REMAIN IN THEIR BAGS/POCKETS DURING LESSONS**.
- Students are only allowed to use their mobiles prior to and after school hours and at breaks and lunchtimes.
- Students may not use their mobiles during any activity, at any time that can be classed as part of the learning experience/environment. This includes moving between classes during periods; Registration; during the 5 minute warning time prior to Period 5; Assemblies; School functions eg the Ceilidh, end of term events; school activities after school (eg Rugby/hockey training; in the gym, games hall, pitches, swimming pool and any changing rooms. This list can be extended to cover any place/event deemed to be part of the learning experience by the teacher – even during breaks and lunchtimes eg homework clubs/session, Safe T in the Park etc.
- Students will be allowed to use mobile phone cameras on School excursions. However, this should be approved by the teacher. The normal rules governing inappropriate use would apply.
- For Health and Safety reasons students are not allowed to use mobiles in the mini-bus.
- As a final measure a teacher may ask for a student's phone, which will then be given to the office. The office will then keep the phone until the end of the day.
- If a student's phone has been given to the Office on more than two occasions the Office will contact the Year Head who will then authorise the Office to contact home and inform the parent they must come and collect the phone; the Year Head will also discuss the failure to follow school rules with the student, and possibly the parent.
- If a student uses their phone inappropriately (eg taking pictures of people without their permission; or for bullying) their parents will be invited into school and the police may be involved.
- There may be occasions where, with the express permission of the member of staff, students may be able to use a mobile phone as part of a learning activity, for example, photographing work, or recording a composition.

Students and parents are asked to note that the school does not take any responsibility for a phone when a student chooses to bring his/her mobile phone to school.

Any parent who in an emergency needs to contact his/her son/daughter during the school day should do this by telephoning the school office on 018907 50363.

Appendix 7

PE DRESS CODE

When students are involved in **indoor work**, they should bring a T-shirt, shorts, sports socks and trainers. Indoor footwear should be clean and must have non marking soles. No astro trainers are allowed inside. Black and coloured soled trainers are permitted provided they are non marking and they have 'Non Marking' printed on the sole or label.

For **outdoor work**, students should have appropriate clothing for the activity and the weather, preferably football boots for work on the grass pitches – trainers are appropriate but boots are more practical. On the all weather pitch, clean trainers are required, moulded studded boots or blades are prohibited.

Students are strongly encouraged to bring a complete change of clothes and footwear for PE for obvious hygiene reasons. For safety reasons all jewellery is removed for every lesson.

Reminder – as described in Scottish Borders Council policy on dress, sports clothing should have no offensive slogans or advertising of alcohol, tobacco or drugs.

Appendix 8

STUDENT PARTICIPATION

HEAD TEAM

Each year, a new Head Team is selected by students and staff. They go through a rigorous process which includes: an application, a presentation and an interview. Each year we determine who the best candidates are and elect accordingly. The Head Team take a leading role in many aspects of school life including organising the Remembrance Day assembly, speaking at Prize Giving and working closely with the House Captains. They meet regularly with school staff and work alongside a number of teachers within the school. They are active in raising money for the school, running a Homework club for students, being present at all Parents' Evenings as well as moving forward initiatives like Mental Health and recognising achievement.

HOUSE CAPTAINS

Each of our Houses, Eye and Tweed, have House Captains from sixth year who are responsible for organising and managing our House system. They have developed a House Point system which awards students 10 house points for a variety of different criteria. They also run Inter-House competitions for House Points within the school. Some of these have included: tug of war, badminton, Spelling Bee and a Space Hopper race. They are also responsible for chairing Pupil Voice meetings once a month.

STUDENT VOICE

Student voice has been made up from democratic elections held in each registration class, in which two class captains are elected. The elected class captains attend meetings each term to discuss matters important to the students. They are encouraged to bring ideas discussed within their registration classes and feed back the information to their peers. There are also whole school wide surveys in which pupils can complete in which can then be further discussed at student council meetings. This year, the student council is also forming the steering group for our Rights Respecting Schools Journey in which class captains can form focus groups looking at the student voice on our school values and school policies.

THE RIGHTS RESPECTING SCHOOLS AWARD

In August 2023 we started on our journey to becoming a UNICEF Rights Respecting School, which involves educating and promoting to our young people their 'UN Convention of the Rights of the Child.' Our school achieved Bronze status in November 2023, and throughout the coming academic year we will be further enriching the education of the child's rights with the hope to become a Silver Rights Respecting School. The award is not just about what children do but also, importantly, what adults do. As a Rights Respecting School, staff and pupils will be working towards becoming a positive friendly environment with using our knowledge of rights to promote wellbeing, self-esteem, participation in learning and positive relationships.

Appendix 9

PARENTPAY

ParentPay – secure online payment system

To remove all cash and cheques from school we ask all parents to use our e-payment method to pay for dinner money, school trips, Home Economics and Technical payment contributions. This can be done online using a very secure website called ParentPay or in cash at local stores where you see the PayPoint logo.

If you already have a ParentPay account, either with our school or another ParentPay school, you can simply login to that account and add your other children via the **Add a Child** tab on your home page. You will need an activation username and password to do this – please ask the office and they will provide you with this.

New to ParentPay?
You will have a secure online account, activated using a unique activation username and password; you will be prompted to change these and to keep them safe and secure as your Username and Password for future logins.

If you have two or more children at a ParentPay school, you only need to activate one account to create your 'main account' and then add your other children via the **Add a Child** tab on your home page. You need a username and activation code for each child.

ParentPay holds an electronic record of your payments to view at a later date. Once you have activated your account you can make online payments straight away.

Those parents wishing to pay cash should contact the school office to request the option of paying via PayPoint.

Please do not hesitate to contact the school office if you need assistance. Your support in using ParentPay will help the school enormously, thank you.

Appendix 10

DATA PROTECTION

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

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

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

The Education (Scotland) Act 1980, Education (Scotland) Act 1980
The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
The Standard in Scotland's Schools Act 2000
Education (Scotland) Act 2016
We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

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

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

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child's data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full Privacy statement | Scottish Borders Council on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

Appendix 10

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

Photographs/videos
Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrols at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights
You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website **http://www.scotborders.gov.uk/DPYourRights**
or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints
We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at **http://www.scotborders.gov.uk/DPYourRights** or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

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

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

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:
Have your say – Scottish Borders Council

Appendix 11

YOUNG CARERS

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

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools activities therefore missing out on the social aspects of school.

Within Eyemouth High School we want our young carers to enjoy school and know that it is a positive place to come and feel they are included.

Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

Appendix 12

CHILD PROTECTION

Keeping our child and young people safe in the Scottish Borders

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our Child protection | Scottish Borders Council (scotborders.gov.uk) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for Eyemouth High School is Mrs Dorothy Patterson.

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

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

01890 750363 Mrs D Patterson, our Child Protection co-ordinator, or Mr R Chapman in her absence.

01896 662787 (Duty Children and Families Social Work Team)

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

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

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

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

Appendix 13

EMA—EDUCATIONAL MAINTENANCE ALLOWANCE

How to apply for EMA

To apply for EMA you will need to complete an application form. You can apply online or you can download the application, using the following link :
https://www.scotborders.gov.uk/info/20041/support_for_pupils/581/money_to_stay_on_at_school_or_college/3

Eligibility for EMA
EMA is available to eligible people aged 16 to 19 who have reached school leaving age.

You need to meet the criteria for residency, household income and education status to qualify for EMA. Contact your local council or college's EMA team if you have any questions about your eligibility.

Residency
You'll normally need to have been ordinarily resident in Scotland when you apply for EMA. You'll also need to have been ordinarily resident in the UK for the 3 years before you apply.

There are some exceptions to the normal residency criteria that may allow you to get EMA. Your local council or college can help you find out if you're able to get it.

Household income

Household income is the income of your parents or carers who live with you.

To get EMA, your household income must be:

- £24,421 or less for households with only one dependent child
- £26,884 or less for households with more than one dependent child

Education
You can only get EMA if you're:

- attending school full time getting home education or flexi schooling
- on a full or part-time non-advanced course in a college or education centre taking part in an action plan (previously known as an activity agreement) with your local council

You can only get EMA if you're on a non-advanced course. If you're not sure if your course qualifies as non-advanced, you should speak to your school or college.

EMA and benefits
The benefits you receive can affect your eligibility for EMA.

Appendix 14

COUNCIL'S IMPLEMENTATION OF BRITISH SIGN LANGUAGE PLAN

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

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

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

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

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

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

Appendix 15

THE EDUCATIONAL PSYCHOLOGY SERVICE

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

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

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

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

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

Please see **www.scotborders.gov.uk/EPS**

Appendix 16

EMERGENCY CLOSURE OF THE SCHOOL

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by GroupCall which is a text message to your mobile phone. It is the parent's responsibility to inform the school of any changes to their contact details.

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

Healthy Beginnings

Top Tips

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



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

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



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

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

Contacts

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

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

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

NHS Borders

Scottish Borders Council

Appendix 18

EYEMOUTH HIGH SCHOOL

SCHOOL DAY - SESSION 2026-2027

Monday/Tuesday/Wednesday/Thursday			Friday		
Registration	08:50	08:55	Registration	08:50	08:55
Period 1	08:55	09:40	Period 1	08:55	09:40
Period 2	09:40	10:30	Period 2	09:40	10:30
Interval	10:30	10:45	Interval	10:30	10:50
Period 3	10:45	11:35	Period 3	10:50	11:40
Period 4	11:35	12:25	Period 4	11:40	12:30
Period 5	12:25	13:15	Period 5	12:30	13:20
Lunchtime	13:15	14:05			
Period 6	14:05	14:55			
Period 7	14:55	15:45			

Appendix 19

Scottish Borders

Fit4Fun Families



Fit4Fun Families

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

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

Service user feedback:

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

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

Scanning the QR code below with your smartphone or typing in the link will take you to our Fit4Fun Families website
Here you can find helpful resources for all families on how to eat well, be active and feel good
www.nhsborders.scot.nhs.uk/child-healthy- weight-service-fit4fun-families



If you would like to find out more, please contact us on:
Tel: 01896 826447
Email: Child.HealthyWeightService@borders.scot.nhs.uk
You can self-refer into our programme or if you prefer you can speak to your GP, Health Visitor, School Nurse or another health professional

NHS Borders Scottish Borders Council

Produced August 2023 by CHWS: Fit4Fun Families

Appendix 20

Helping your Child to Grow, Learn and Play

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

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

Top Tips for Eating Well, Feeling Good and Being Active

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

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

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

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



Keep Hydrated - Hydration helps improve concentration, mood and digestion

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



Produced by Borders CHW Service: Fit4Fun Families
November 2022

Appendix 21

YOUNG SCOT CARD

IF I DON'T HAVE A CARD, HOW DO I GET ONE?

There are many benefits of the Young Scot card, it is the card for library services and also gives access to many discounts at shops, cinemas and on travel.

If you are a new student joining the school and your permanent residential address is in Scotland, please apply online via getyournec.scot
If you have any issues please contact Scottish Borders Council via email at CustomerAdvice@scotborders.gov.uk

If your permanent residential address is outwith Scotland you will not be eligible to apply for a Young Scot Card.

WHAT HAPPENS IF A CARD IS LOST?

If you require a replacement Young Scot Card please contact Scottish Borders Council by emailing:
CustomerAdvice@scotborders.gov.uk

DISCLAIMER

Every effort is made to ensure that the information provided is correct at the time of printing.

It is possible that there may be some inaccuracy by the time this document reaches parents.