



Our Rights:

- Right to learn
- Right to feel safe
- Right to be treated fairly and with respect

Our Responsibilities:

- Be Polite
- Be Productive
- Be Prepared

Our Values:

- Work Hard
- Show Kindness
- Contribute

Peebles High School Behaviour Policy

The purposes of the **behaviour** policy are:

- To provide a safe, calm and purposeful environment in the school
- To support young people consistently and fairly
- To provide positive and uninterrupted teaching experiences

Bullying behaviour in class is covered by the [Bullying incident flowchart](#).

[The impact of the policy will be monitored.](#)

One Peebles: our community where we belong, grow and achieve.

***One Peebles: our community where we belong,
grow and achieve.***

**Parent/
carer**



Staff

Pupil



Click on the relevant
description to find out
more

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page at any point

**Peebles High School
Behaviour
Policy & Procedures**

Pupil

**All
pupils**

Prefects

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**Peebles High School
Behaviour
Policy & Procedures**

Pupil

Rights

Responsibilities

School Values

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**Peebles High School
Behaviour
Policy & Procedures**

Pupil

Right to learn

Right to feel
safe

Right to be
treated fairly
and with
respect

Back to
rights,
responsi-
bilities,
values



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Peebles High School
**Behaviour
Policy & Procedures**

Responsibilities

Pupil

Be Polite

Be Prepared

Be Productive

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description to find out
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**Back to
rights,
responsi
bilities,
values**



**Peebles High School
Behaviour
Policy & Procedures**

School Values

Pupil

Work Hard

Show Kindness

Contribute

Back to
rights,
responsi
bilities,
values

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Peebles High School
Behaviour
Policy & Procedures

Pupil

Be Polite

**Encourage
others.**

**Use polite
speech and
body
language.**

**Listen
carefully
talking only
when it is
appropriate.**

**Back to
responsi
bilities**

**Be kind,
supportive
and
understandi
ng.**

**Pick up
litter.**

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home page



**Peebles High School
Behaviour
Policy & Procedures**

Be Prepared

Pupil

Arrive at class
on time.

Always wear
the correct
uniform and
bring the
required
materials.

Ask for help if
you need it.

Take
responsibility
for your own
learning.

Back to
responsi
bilities

Own your own
behaviour.

If you have
forgotten your
homework, tell
the teacher
and accept the
consequences.

Look after your
property and if
lost try to
retrace your
steps.

If your bus pass
is lost, go to
the office
before the end
of the day.

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Peebles High School
Behaviour
Policy & Procedures

Be Productive

Pupil

Follow the teacher's instructions immediately.

Complete all tasks to the best of your ability.

Keep mirrors, make up, food, drink (except water) in your bag.

Back to responsibilities

Keep your mobile phone in your bag or in the tray provided.

Water fountains, toilet and the canteen should normally be for use at breaks.

To be out of class during a lesson you need an 'out of class pass' from your teacher.



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Peebles High School
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Work Hard

Pupil

Do you know
what you
need to do
to keep
improving?

Do you work
the hardest
on the things
that make
the biggest
difference?

Do you have
high
expectations
of yourself
especially
when faced
with
challenges?

Back to
values



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home page

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Show Kindness

Pupil

Have you noticed when someone might need support and tried to help?

Have you tried to help someone feel better?

Have you tried to make others feel included and valued?

Back to values

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Peebles High School
Behaviour
Policy & Procedures

Pupil

Do you add
value to our
school
community?

Do you bring
a helpful and
positive
approach to
everything
you do?

Do you help
others to
learn, grow
and feel part
of our
community?

Back to
values



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Peebles High School
Behaviour
Policy & Procedures

Staff

**All
staff**

Specific staff

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description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

**All
Staff**

All staff have a role to play in **general duty** around the school. The term '**Relaxed vigilance**' used by Dr Bill Rogers is the approach we will adopt.

When staff encounter behaviour that **falls short of expectations** this should always be addressed.

**Serious
disruptive
behaviour**

**Other
behaviour
that falls
short of
expectations**

Click on the relevant
description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

**All
staff**

**Violence/
Aggression
including fighting
/swearing directly
at staff**

**Corridor
disruption**

**Safety risk
in practical
subjects**

Click on the relevant
description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

**All
staff**

An **immediate duty call** should be placed when there is an incident of **serious disruptive behaviour** such as **physical violence** and/or **aggression** including **verbal abuse** i.e. swearing directly at staff.

A **Duty call** can be initiated by any member of staff by calling **500**.

**Duty
call**

Following such an incident staff experiencing this type of behaviour should log the incident on SheAssure. To involve Police call 101.

Click on the relevant
description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**

**All
staff**

A **duty call** should be placed when there is an incident of **corridor behaviour** that causes **significant disruption to learning** i.e. banging on doors, entering a class which is not their own etc.

A **Duty call** can be initiated by any member of staff by calling **500**.

**Duty
call**

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description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**

Practical
staff

“Relocation” is initiated by the practical subject class teacher when safety is compromised due to poor behaviour.

- The practical subject class teacher should consult the **relocation timetable** and should **phone** the receiving teacher.
- The class teacher should send the young person with an outline of the **work to be undertaken**. Alternatively, pupils could be asked to complete a reflection sheet. **The pupil’s mobile phone should remain with the CT-for collection at the end of the lesson.**
- If the pupil is relocated the first period of a double period, the initiating class teacher needs to ensure accommodation/staff cover is available for each period.
- **Refusal to comply with a relocation would initiate a call to the PTC. If the PTC is unable to support then duty should be called.**
- Following any relocation that arises due to safety, Letter 1 should be sent. To initiate this the class teacher should complete **Letter 1** and **email this to their PTC** providing details of the behaviour/interventions ASAP (**before 4pm that day**). **In the event that the PTC is absent this should be sent to the Senior leader who is the Faculty Link.**
- The class teacher must then complete a **SEEMiS “For action” referral** to their PTC copying and pasting the **details of the incident** from Letter 1.

Letter
1

Click on the relevant
description to find out
more

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Peebles High School
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Policy & Procedures**

**All
staff**

A **Duty call** can be initiated by any member of staff by calling 500.

Following a duty call for an out of class/corridor/break or lunchtime incident, the duty caller should email the duty person providing details of the incident ASAP (**before 4pm that day**).

If the duty caller has access to SEEMiS, they should copy and paste the email content into a referral and should send the referral to the **duty person** for action.

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Peebles High School
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All Staff

When staff encounter behaviour that **falls short of expectations** this should always be addressed.

As recommended by Dr Rogers staff should “**narrate the behaviour**”.

For example: “I notice that I need you to”.

Staff should give the young person “**take up time**”.

Depending on the incident/outcome staff may need to either call **duty** or complete a **referral**.

Click on the relevant description to find out more

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Duty



Referral



Peebles High School
Behaviour
Policy & Procedures

**All
staff**

If staff are involved in an out of class incident that does **not** result in a **duty call** but which they feel should be **logged**, the member of staff should complete a **SEEMiS referral** and forward it to the **house head** for information.

If the member of staff does **not** have access to SEEMiS they should **email** the **house head**, providing details of the incident.

J. Lee (DHT-Cademuir House Head)

K. Mooney (DHT-Dunrig House Head)

A. Reid (DHT-Meldon House Head)



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Peebles High School
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Staff

**Admin
Support
Team**

**Pupil
Support
Assistant
(Pastoral)**

**Pupil
Support
Assistant
(Support
for
Learning)**

**Pupil
Support
Assistant
(The Glen)**

**Class
Teacher**

**Principal
Teacher
(Curriculum)**

**PT Pupil
Support
(Inclusion)**

**House
Team
(PT Pupil
Support (Pastoral) &
SL)**

**Senior
Leadership
Team
(DUTY)**

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description to find out
more

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**Peebles High School
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PSA

Pupil Support Assistants (Pastoral) have a role in supporting staff and pupils.

PSAs work as a team and in their House team with PT Pupil Supports (Pastoral) and Head of House. They play a role in supporting pupils, including de-escalating situations and providing a safe space for pupils.

The PSAs are:

L. Sykes (**Cademuir**) Ext 638/07971804109

L. Nisbet (**Dunrig**) Ext 542/07855209624

R. Gomez Falcon (**Meldon**) Ext 695/07971804179

PSAs have a specific role in supporting young people who cannot attend class, leave class without permission and who have permission to leave but do not return.



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Pastoral Support Assistants - Young people who cannot attend class

- If a young person presents to the PSA office stating they cannot attend class, the PSA should counsel the young person and escort them to class
- If the young person is unable to engage with PSA support, the PSA should seek the support of the PT Pupil Support (Pastoral) (PTP) and complete a SEEMiS referral to the PTP
- If the PTP is unavailable, the PSA should host the young person to ensure their safety and complete a SEEMiS referral to the PTP





Pastoral Support Assistants - Young person leaves class without permission

- If a young person walks out of class, the class teacher should phone the relevant PSA and the PSA should look for the young person. The class teacher should make a referral to the relevant Pastoral teacher.
- If the PSA finds the young person, they counsel them and escort them back to class. If the young person is unable to engage, the PSA should seek the support of the PT Pupil Support (Pastoral) (PTP) and complete a SEEMiS referral to the PTP. If the PTP is unavailable, the PSA should host the young person to ensure their safety and complete a SEEMiS referral to the PTP.
- If the young person isn't found by the PSA, the PSA should phone home and make an entry in pastoral notes
- If a young person walks out of class and the class teacher is unable to find the PSA, a call should be made to the office. Office staff should attempt to contact the relevant PSA either on their office phone or their work mobile. If the PSA cannot be contacted, [office staff make a duty call.](#)





Pupil Support Assistants (Pastoral) - Young person has permission to leave class but does not return

- If a young person has permission to go to the toilet or use their time out card but they do not return, the class teacher should contact the relevant PSA and the PSA follows the steps they would take if a young person had left class without permission. The class teacher should make a referral to the PTP.



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The Admin Support Team:

- Receive and pass on **duty calls** to the duty person.
- If a young person walks out of class and the class teacher is unable to find the PSA, a call should be made to the office. Office staff should attempt to contact the relevant PSA either on their office phone or their work mobile. If the PSA cannot be contacted, office staff make a duty call.
- Check SEEMiS **merits** (daily)
- Create the appropriate **merit email** and send these to parents/carers.
- Check for **behaviour letter emails** forwarded from CT to PTC (daily)
- Check for **behaviour letter emails** forwarded from PTP, House Head and Duty Head (daily)
- Create appropriate **behaviour letters** and email these to parents/carers **bcc-ing** the House Head, PTP and original email sender (PTC or Duty).

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Pupil Support Assistants (Support for Learning) and Pupil Support Assistants (The Glen) have a role in supporting staff and pupils. (draft content added July 2025. To agree with ANA staff and line managers)

- Reinforce class and school behaviour expectations
 - Provide praise, encouragement and positive reinforcement to promote good behaviour
 - Model calm, respectful and positive behaviour at all times (e.g. use polite language and good manners)
 - Follow RTL plans, Risk Assessments etc.
 - Help organise materials and routines, and help manage transitions to minimise disruption
 - Use de-escalation techniques when pupil(s) become dysregulated
 - Report concerns to class teacher promptly
 - Share observations discreetly and professionally
 - Implement agreed strategies alongside class teacher
 - Support teaching by reinforcing instructions, but remember one voice is important.
- Maintain confidentiality at all times**



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**Peebles High School
Behaviour
Policy & Procedures**

CT

Responsibilities

Routines

**Positive
consequences**

Solutions

**Negative
consequences**



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description to find out
more

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**Peebles High School
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CT

**Relevant and
appropriate
curriculum**

**Foster positive
relationships
with
colleagues,
young people
and
parents/carers**

**Excellent
learning and
teaching**

**Identify and
respond to all
young people's
learning needs**



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**Peebles High School
Behaviour
Policy & Procedures**

CT

**Meet and
greet in
the
corridor**

**Phones &
airpods in
bag or in
tray**

**Outdoor
clothing
off. Hoods
down.**

Register

**Teach
classroom
expectati
ons**

**First
attention
to best
conduct**

**No eating
and
drinking -
only
plain
water**

**Out of
class pass**

**End and
send
corridor
presence**

**General
corridor
presence**



**Peebles High School
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CT

**Responsibilities
praise text**

**Values
praise text**

**Positive
phone call
home**

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description to find out
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**Peebles High School
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CT

Repair

Relocate

Refer
for info

Refer
for
action

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description to find out
more

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Peebles High School
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CT

**Move of
seat within
class**

Warning

Last Warning

**Reminder
of
expectations**

**Corridor
conversation
&
microscripts**

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more

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**Peebles High School
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A **Responsibilities Praise text** will be created and sent when the class teacher chooses this option using the SEEMiS Merits button (★) on their class register.

For out of class actions, this can be initiated via the Behaviour>New Behaviour sections on SEEMiS Click and Go.

The text would read as follows:

- *Be Polite: NAME was awarded a merit by TEACHER today for being polite in class.*
- *Be Prepared: NAME was awarded a merit by TEACHER today for being prepared to learn in class with the right attitude.*
- *Be Productive: NAME was awarded a merit by TEACHER today for working very hard in class.*

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Peebles High School
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CT

A **Values merit** will be created and sent when the class teacher chooses this option using the SEEMiS Merits button

★ on their class register.

For out of class actions, this can be initiated via the Behaviour>New Behaviour sections on SEEMiS Click and Go.

Merit email message

- Email message will say:-
- 'TEACHER has recognised PUPIL's hard work/showing kindness/contribution in class. Keep up the good work!'

What do merits lead to?

- At the end of term, the vision and values group will look at the collation of all merits per year group (anonymously) and decide on the top group per year group for the Prizegiving.



Requests
of
teachers

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- Some teachers give out many merits, some far fewer. It is **better to try not to be at either extreme.**
- **Be very clear about telling pupils they have been awarded a merit.**
- Help make the merits meaningful and personal to the class by **discussing with classes what would lead to a merit in their classes, in line with our behaviour responsibilities and the school values challenge questions that came from the S1-6 assemblies and staff INSET.**

Back to
Responsibilities
Merits

Back to
Values
Merits



Peebles High School
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A **Positive Phone Call home** can be initiated by any member of staff.

All teaching staff should have access to the “Family” button within the Pupil Profile section of SEEMiS which contains the most up to date phone numbers of parents/carers that the school holds. Any member of teaching staff who does not have access to the “Family” button should email **J. George**, in the school office, requesting access.

In order to keep a record of calls, the class teacher should choose this option using the SEEMiS Merits button (★) on their class register. For out of class actions, this can be logged via the Behaviour>New Behaviour sections on SEEMiS Click and Go.

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Policy & Procedures



CT

A **Corridor Conversation** is an opportunity to have a mini **restorative conversation in private** with a pupil. It is a quick conversation designed to repair and move on-using language that supports co-regulation.



**Suggested
scripts**



**Top
tips**



**Restorative
Approaches**

Click on the relevant
description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**



CT

1. I am here to help and support you.
2. I see you need help with
3. I've noticed that you.....
4. I need you to.....
5. I remember you were.....last week.
6. That is what I need to see.
7. I will give you some time to get yourself together.
8. Thank you for listening.



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CT

- De-escalate, wait until the young person is calm
- Use humour or distraction
- Avoid asking ‘Why?’
- Avoid asking questions
- Avoid asking young person to look you in the eye
- Talk side on to the young person
- Be aware of your own and the young person’s body language and the young person’s personal space
- Turn to pupil and nod when approached



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Peebles High School
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CT

Restorative Approaches

- A restorative approach is not prescriptive. We use our professional judgement and adapt our approach for different pupils, dependent on our relationship with the pupil.
- Staff demonstrate their understanding of the fact that behaviour is communication, for example, they give the opportunity for the pupil to explain what has happened
- Young people are given the opportunity to understand fully the impact of their actions and time is taken to make sure this is done as thoroughly as possible
- Staff support conflict resolution by giving pupils and young people the opportunity to find their way back from situations
- Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They may ask another member of staff to step in or may try to diffuse the situation themselves by moving on from the situation
- Staff move on from the challenging situations after they have occurred by behaving in a calm and fair manner with the pupil.
- Staff are able to stay calm and patient when young people are distressed to help them feel emotionally contained when their feelings are overwhelming

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**Peebles High School
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CT

“Repair” is an opportunity outside of the timetabled class time to have a **restorative conversation** in private with a pupil.

- It should ideally take place as soon as possible (at break or lunchtime). As it takes place within the school day-rather than after school-there is no requirement to give notice to the parent/carer.
- It should be as long as it needs to be. However, it should **not** extend beyond half of the duration of the break or lunchtime.
- It is designed to repair and move on-using language that supports co-regulation. A **reflection sheet** is available to support the conversation.

Reflection
sheet

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Peebles High School
Behaviour
Policy & Procedures

CT

“**Relocation**” is initiated by the class teacher when all other interventions have failed.

- The class teacher should consult the **relocation timetable** and should **phone** the receiving teacher.
- The class teacher should send the young person with an outline of the **work to be undertaken**. **The pupil’s mobile phone should remain with the CT-for collection at the end of the lesson.**
- If the pupil is relocated during the first period of a double period, the initiating teacher needs to ensure accommodation/staff cover is available for each period.
- **Refusal to comply with a relocation would initiate a call to the PTC. If the PTC is unable to support then duty should be called.**
- Following any relocation, Letter 4 should be sent. To initiate this the class teacher should complete **Letter 4** and **email this to their PTC** providing details of the behaviour/interventions ASAP (**before 4pm that day**). **In the event that the PTC is absent this should be sent to the Senior leader who is the Faculty Link.**
- The class teacher must then complete a **SEEMiS “For action” referral** to their PTC copying and pasting the **details of the incident** from Letter 4.

Letter

Click on the relevant description to find out more

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Peebles High School
**Behaviour
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“Refer for info” is initiated by the class teacher when:

- The class teacher feels that the pupil’s behaviour is at a level that the principal teacher curriculum needs to know

When initiating a referral for information the class teacher should provide details of the behaviour/interventions on SEEMiS and send to PTC.

PTC should acknowledge and return to CT.

CT should monitor behaviour **and close referral if the behaviour improves.**

If the behaviour persists, CT should **email their PTC** providing details of the behaviour/interventions and should transfer the SEEMiS referral back to PTC for action.



CT

“Refer for action” is initiated by the class teacher when:

- A pupil has been **relocated**
- Poor behaviour persists despite interventions
- If the class teacher has arranged a “repair” which the pupil has failed to attend

When initiating a referral the class teacher **must email their PTC** providing details of the behaviour/interventions.

They must then complete a **SEEMiS referral** to their PTC copying and pasting the text from the email.

In the event that the PTC is absent, if urgent action is required, the email and SEEMiS referral should be sent to the Senior Leader who is the faculty link.

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Peebles High School
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CT

Support should be sought from the relevant PSA where a child leaves class without permission or has permission to leave but does not return.

- If a young person walks out of class, the class teacher should [phone the relevant PSA](#) and the PSA should look for the young person
- The class teacher should make a seemis referral to the relevant Pastoral teacher
- If the PSA finds the young person, they counsel them and escort them back to class. If the young person is unable to engage with the PSA, they should [seek support from the relevant PTPS](#). If the young person isn't found by the PSA, the PSA should phone home and make an entry in pastoral notes
- If a young person walks out of class and the class teacher is unable to find the PSA, a call should be made to the office. Office staff should attempt to contact the relevant PSA either on their office phone or their work mobile. If the PSA cannot be contacted, office staff make a duty call
- If a young person walks out of class, refusing to engage with a relocation request then the class teacher should call for Duty and make a SEEMiS referral. The Duty head will support the relocation or contact home if the young person cannot be found

Reflection
sheet

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Peebles High School
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Policy & Procedures

PTC

Responsibilities

**Positive
consequences**

**Negative
consequences**

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**Peebles High School
Behaviour
Policy & Procedures**

PTC

**Timely
action on
referrals**

**Faculty
Environment**

**Maintaining
the faculty
relocation
timetable**

**CLPL
of faculty
team**

**Reviewing
behaviour
data**



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**Peebles High School
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Policy & Procedures**

PTC

**Positive
phone call
home**

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**Peebles High School
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A **positive phone call home** can be initiated by any member of staff.

All teaching staff should have access to the “Family” button within the Pupil Profile section of SEEMiS which contains the most up to date phone numbers of parents/carers that the school holds. Any member of teaching staff who does not have access to the “Family” button should email **J. George**, in the school office, requesting access.

In order to keep a record of calls, the class teacher should choose this option using the SEEMiS Merits button (★) on their class register. For out of class actions, this can be logged via the Behaviour>New Behaviour sections on SEEMiS Click and Go.

PTC

Repair

Relocate

Refer

Click on the relevant
description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

PTC

A PTC “**Repair**” is an opportunity, outside of the timetabled class time, to facilitate a **restorative conversation in private** with a pupil and the class teacher.

- It should ideally **involve the class teacher and the young person** and should take place as soon as possible (at break or lunchtime). As this takes place within the school day-rather than after school there is no requirement to give a days notice to the parent/carer.
- It should be as long as it needs to be. However, it should not extend beyond half of the duration of the break or lunchtime.
- **It is conducted by the PTC when a pupil has failed to attend a CT “repair”.** A reflection sheet is available to support the conversation.

Reflection sheet

Failure to attend would initiate a referral to the House Head (Senior Leader).

Click on the relevant description to find out more

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Peebles High School
**Behaviour
Policy & Procedures**

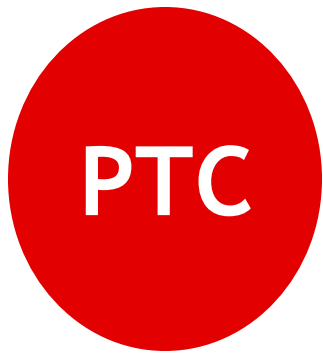


“Relocate” when initiated by the PTC is a **temporary hosting** arrangement.

This should be a **short term measure**, to allow the opportunity for a restorative meetings to be arranged or for a behaviour card/plan to be agreed.

The young person should be hosted, if possible, in a senior class and the principal teacher curriculum should remove the young person’s phone from them at the start of the lesson and return it at the end.

Ideally, the young person should be informed of this arrangement by the PTC prior to arrival in class.



“Refer” is actioned by the PTC when a SEEMiS referral is received from a teacher.

Action is dependent on nature of referral:



Click on the relevant description to find out more

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Peebles High School
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“For info” referral.

PTC acknowledges and returns to class teacher stating

“Noted. Keep this referral open and continue to monitor.”

If no further issues within the next 2-3 lessons class teacher closes the referral with a note to say that behaviour has improved.

If behaviour persists class teacher transfers referral back to PTC with details of further issues and interventions.



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Peebles High School
Behaviour
Policy & Procedures

PTC

“For action” referral. PTC decides on the following:

Safety
letter
(1)

Phone
misuse
letter
(2)

Behaviour
concern
letter
(3)

Relocation
Letter
(4)

Faculty
behaviour
target
card
letter
(5)

“Repair”
arranged
by PT

Restorative
meeting
(formal)

Note of
parental
meeting
letter
(7)

Temporary
hosting in
senior class

Change of
timetabled
class

Referral to
SL (house
head) when
other
strategies
have been
exhausted



**Peebles High School
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more

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PTC

A **Safety Letter (1)** can be initiated by the PTC of a **practical subject** by emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 1 reads:

Dear parent/carer,

I am writing to you about an important safety issue in relation to NAME in CLASS.

Details ...

Safety is paramount in CLASS at all times.

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,

Letter

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**Peebles High School
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A **Phone Misuse Letter (2)** can be initiated by the PTC emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 2 reads:

Dear parent/carer,

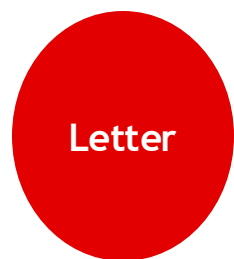
I am writing to you about concerns that NAME is not following our instructions in relation to the use of mobile phones in school.

Details...

As a consequence ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,



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**Peebles High School
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A **Behaviour Concern Letter (3)** can be initiated by the PTC emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 3 reads:

Dear parent/carer,

I am writing to you about concerns regarding NAME's behaviour in school.

Details...

As a consequence ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,



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A **Relocation Letter (4)** can be initiated by the PTC emailing the following group : **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 4 reads:

Dear parent/carer,

I am writing to let you know that NAME was relocated during SUBJECT on DATE.

This was a consequence of the following behaviour....DETAILS.

I would be grateful if you could discuss this with them and I look forward to your support.

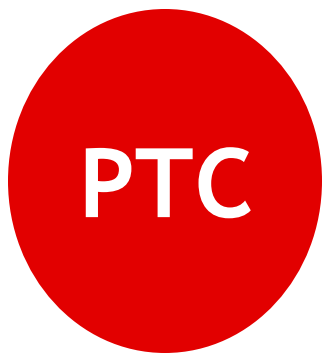
Yours sincerely,

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A **Faculty Behaviour Card Letter (5)** can be initiated by the PTC emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 5 reads follows:

Dear parent/carer,

I am writing to you that I have placed NAME on a Faculty Behaviour Target Card in SUBJECT to support them to behave better and progress better in their learning.

Details ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,

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**Peebles High School
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PTC

The **PTC** can offer to facilitate a **formal restorative meeting** with a pupil and a staff member. It may be required when several mini conversations have not had an effect or relationships have broken down.

- It should **involve the staff member and the young person** and should take place in a timely manner after an incident, so that all involved have an opportunity to voice their thoughts and feelings.
- Following any formal restorative meeting, **Letter 6** should be sent. To initiate this the **PTC** should complete **Letter 6** and **email this to C. Gilfether and J. George** providing details (**before 4pm that day**).
- The PTC must then copy and paste the **details** from Letter 6 into the original **SEEMiS referral**.

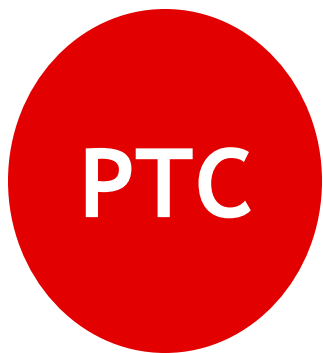
Letter 6

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A **Restorative Meeting Letter (6)** can be initiated by the PTC emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 6 reads:

Dear parent/carer,

I am writing to you to let you know that a Restorative Meeting took place with NAME and TEACHER on DATE.

The purpose of this meeting was to restore the relationship and make sure that everyone is clear on expectations going forward so NAME can make better progress in their learning.

Details ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,



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**Peebles High School
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A Note of Parental Meeting Letter (7) can be initiated by the PTC emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. PTC then closes referral.

The text of Letter 7 reads:

Dear parent/carer,

*I am writing to confirm what we agreed at our meeting on
DATE.*

Details.....

*I would be grateful if you could continue to discuss this with
NAME and I look forward to your support.*

Yours sincerely,



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**Peebles High School
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PTC

“Refer to SL (house head)” is initiated by the PTC when **other faculty strategies have been exhausted.**

When initiating the **SEEMiS** referral the **PTC** must complete the referral providing details of the **behaviour/interventions** which have been attempted but which have not resulted in a sustained improvement in behaviour.

They should then send this to the relevant **SL (house head):**

J. Lee (DHT-**Cademuir** House Head)

K. Mooney (DHT-**Dunrig** House Head)

A. Reid (DHT-**Meldon** House Head)



**House
Team**

Responsibilities

**Positive
consequences**

**Negative
consequences**

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more

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**Peebles High School
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Policy & Procedures**

**House
team**

**Collaborating
with other
members of
house team**

**Reviewing
behaviour
data**

**Creating
ready to
learn
plans**

**Issuing
whole
school
behaviour
cards**

**Proactively
supporting
staff**

**Facilitating
restorative
meetings**

**Managing
build up
timetables**

**Communic
ating with
staff in a
timely
manner**

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**Peebles High School
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**House
Team**

**Positive
phone call
home**

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more

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**Peebles High School
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House Team

A **positive phone call home** can be initiated by any member of staff.

All pastoral staff and house heads should have access to the “Family” button within the Pupil Profile section of SEEMiS which contains the most up to date phone numbers of parents/carers that the school holds.

In order to keep a record of calls, the House Team should choose this option using the SEEMiS Merits button (★) on their class register. For out of class actions, this can be logged via the Behaviour>New Behaviour sections on SEEMiS Click and Go.

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Peebles High School
**Behaviour
Policy & Procedures**

House
Team

“For action” referral to House Head from PTC.

House Head decides on the following:

Restorative
meeting
(formal)

Note of
parental
meeting
letter
(7)

Whole
school
behaviour
target card
letter
(8)

Detention

The House Head should liaise with the PTP regarding who would be best placed to conduct a **restorative meeting**, a **parental meeting** or issue a **whole school behaviour target card** but a **Detention** should be actioned by the House Head.

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description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**



House Team

“For action” referral to House Head from PSA (Young person cannot attend class/ leaves class without permission/ has permission but doesn’t return)

- If the young person is unable to engage with PSA support, the PSA should seek the support of the PT Pastoral (PTP) and complete a SEEMiS referral to the PTP
- If the PTP is unavailable, the PSA should host the young person to ensure their safety and complete a SEEMiS referral to the PTP
- The PTP ‘triages’ referrals and decides what action to take - escort young person to class/warning/phone call home/restorative meeting with teacher of the class or PSA/lunch-time detention led by Pastoral/consideration of Connect referral
- If PTP support does not effect a change in behaviour, the PTP makes SEEMiS referral to Head of House and this is discussed at House meeting, action plan agreed

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Peebles High School
**Behaviour
Policy & Procedures**

House Team

The **House Team** can offer to facilitate a **formal restorative meeting** with a pupil and a staff member. It may be required when several mini conversations have not had an effect or relationships have broken down.

- It should **involve the staff member and the young person** and should take place in a timely manner after an incident, so that all involved have an opportunity to voice their thoughts and feelings.
- Following any formal restorative meeting, **Letter 6** should be sent. To initiate this the **PTP or House Head** should complete **Letter 6** and **email this to C. Gilfether and J. George** providing details (**before 4pm that day**).
- The PTP or House Head must then complete a **SEEMiS referral** copying and pasting the **details** from Letter 6.

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Peebles High School
**Behaviour
Policy & Procedures**

House
Team

A **Restorative Meeting Letter (6)** can be initiated by the **PTP** or **House Head** (depending on who conducted the meeting) emailing the following group: **C. Gilfether** and **J. George** providing the information required below.

The text of Letter 6 reads:

Dear parent/carer,

I am writing to you to let you know that a Restorative Meeting took place with NAME and TEACHER on DATE.

The purpose of this meeting was to restore the relationship and make sure that everyone is clear on expectations going forward so NAME can make better progress in their learning.

Details ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,

Letter

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Peebles High School
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House
Team

A Note of Parental Meeting Letter (7) can be initiated by the House Head or PTP emailing the following group: C. Gilfether and J. George providing the information required below.

The text of Letter 7 reads:

Dear parent/carer,

I am writing to confirm what we agreed at our meeting on DATE.

Details.....

I would be grateful if you could continue to discuss this with NAME and I look forward to your support.

Yours sincerely,

Letter

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Peebles High School
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House
Team

A Whole School Behaviour Target Card Letter (8) can be initiated by the House Head or PTP emailing the following group: C. Gilfether and J. George providing the information required below.

The text of Letter 8 reads follows:

Dear parent/carer,

I am writing to you that I have placed NAME on a Whole School Behaviour Target Card to support NAME to behave better and progress better in their learning.

This will run until DATE when I will review it.

The targets are

You are asked to sign this every day.

Yours sincerely,

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Peebles High School
Behaviour
Policy & Procedures

House head

The **House Head** can initiate a **detention**. This could be a consequence of a **single serious incident** or where **other consequences have not resulted in the necessary change in behaviour**.

- This would ideally take place **at the end of the following school day (duration 45 minutes)**. *However, discretion may be required due to transport issues.*
- As **detention** takes place outside the normal school day **parents/carers must be informed**. Prior to the detention, **Letter 9** should be sent. To initiate this the **House Head** should complete **Letter 9** and **email this to C. Gilfether and J. George** providing details (**before 4pm that day**).
- The House Head must then complete a **SEEMiS referral** copying and pasting the **details** from Letter 9. When the detention has taken place, the house head would record this and close the referral.

Letter 9

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Peebles High School
**Behaviour
Policy & Procedures**

House
Head

A **Detention Letter (9)** can be initiated by the **House Head** emailing the following group: **C. Gilfether and J. George** providing the information required below.

The text of Letter 9 reads follows:

Dear parent/carer,

I am writing to let you know that NAME has been placed on detention.

Details ...

This is serious/disappointing because

Please discuss this with NAME and I look forward to your support.

Yours sincerely,

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**Peebles High School
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SLT

The Senior Leadership Team are:

K. Ryalls (HT)

D. Moretta (DHT-Pupil Support & Child Protection Coordinator)

J. Lee (DHT-Cademuir House Head)

K. Mooney (DHT-Dunrig House Head)

A. Reid (DHT-Meldon House Head)

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Duty

House
head



Peebles High School
Behaviour
Policy & Procedures

Duty

Routines

Responsibilities

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description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

Duty

**Attend
call
promptly**

**Involve
the duty
caller in
the
solution**

**Complete
received
SEEMiS
Referral**

**Feedback
to duty
caller**



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**Peebles High School
Behaviour
Policy & Procedures**

Duty

In principle, each member of the SLT will cover duty for an entire day. In practice, it may be necessary for PTs to support.

The **duty head** may need to respond to the following types of incident:

**Serious
disruptive
behaviour**

**Toilet
disruption**

**Other
behaviour
that falls
short of
expectations**

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**Peebles High School
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Duty

In principle, each member of the SLT will **cover duty for an entire day**. In practice, it may be necessary for PTs to support.

2025/26 Duty Days:

K. Ryalls - Friday

D. Moretta - Wednesday

J. Lee - Tuesday

K. Mooney - Thursday

A. Reid - Monday

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Peebles High School
**Behaviour
Policy & Procedures**

Duty

**Violence/
Aggression
including fighting
/swearing directly
at staff**

**Corridor
disruption**

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description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

Duty

**Aggression/
Violence**

**Swearing
directly at
staff**

Fighting

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description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

Aggression/violence

Duty

Agree next steps with SLT including possible exclusion

**Call parent
-to come in to assist**

Ensure duty caller has check in from duty/PT

**Supervision-
pupil supervised in S5/6 classes and their phone goes to office**

Ensure any pupil who is the victim of the behaviour has check in and contact their parent/carer to notify. Alert PTPS (Pastoral).



**Peebles High School
Behaviour
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Swearing directly at a teacher

Duty

**Supervision-
pupil supervised
in S5/6 classes
and their phone
goes to office**

**Phone
call home**

Detention

**Restorative
meeting
with staff
before
return to
class**

**Agree next
steps with
SLT
including
possible
exclusion**

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description to find out
more

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**Peebles High School
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Duty

**Supervision-
pupil supervised
in S5/6 classes
and their phone
goes to office**

**Phone
call home**

**Seek support
from
community
police where
appropriate**

**Agree next
steps with
SLT
including
possible
exclusion**

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more

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**Peebles High School
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Corridor disruption

Duty

Supervision-
pupil supervised
in S5/6 classes
and mobile
phone goes to
office

**Phone
call home**

Detention

**Agree next
steps with
SLT
including
possible
exclusion**

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**Peebles High School
Behaviour
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Duty

The **Duty Head** can initiate a **detention**. This could be a consequence of a **single serious incident** or where **other consequences have not resulted in the necessary change in behaviour**.

- This would ideally take place **at the end of the following school day (duration 45 minutes)**. *However, discretion may be required due to transport issues.*
- As **detention** takes place outside the normal school day **parents/carers must be informed**. Prior to the detention, **Letter 9** should be sent. To initiate this the **Duty Head** should complete **Letter 9** and **email this to C. Gilfether and J. George** providing details (**before 4pm that day**).
- The **Duty Head** must then complete the **SEEMiS referral** copying and pasting the **details from Letter 9**. When the detention has taken place, the duty head would record this and close the referral.

Letter 9

Click on the relevant
description to find out
more

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Peebles High School
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Policy & Procedures



Duty

A **Detention Letter (9)** can be initiated by the **Duty Head** emailing the following group: **C. Gilfether and J. George** providing the information required below.

The text of Letter 9 reads follows:

Dear parent/carer,

I am writing to let you know that NAME has been placed on detention.

Details ...

This is serious/disappointing because

Please discuss this with NAME and I look forward to your support.

Yours sincerely,

Click on the relevant description to find out more

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Peebles High School
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Duty

The **Duty Head** can offer to facilitate a **formal restorative meeting** with a pupil and a staff member. It may be required when relationships have broken down.

- It should **involve the staff member and the young person** and should take place in a timely manner after an incident, so that all involved have an opportunity to voice their thoughts and feelings.
- Following any formal restorative meeting, **Letter 6** should be sent. To initiate this the **Duty Head** should complete **Letter 6** and **email this to C. Gilfether and H. Porteous** providing details (**before 4pm that day**).
- The **Duty Head** must then complete a **SEEMiS referral** copying and pasting the **details** from Letter 6.

Letter 6

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description to find out
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Duty

A **Restorative Meeting Letter (6)** can be initiated by the **Duty Head** emailing the following group: **C. Gilfether and J. George** providing the information required below.

The text of Letter 6 reads:

Dear parent/carer,

I am writing to you to let you know that a Restorative Meeting took place with NAME and TEACHER on DATE.

The purpose of this meeting was to restore the relationship and make sure that everyone is clear on expectations going forward so NAME can make better progress in their learning.

Details ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,



Letter

Click on the relevant description to find out more

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Duty

A Supervision in a Senior Class Letter (10) can be initiated by the Duty Head emailing the following group: C. Gilfether and J. George providing the information required below.

The text of Letter 10 reads:

Dear parent/carer,

I am writing to let you know that I had to arrange for NAME to be supervised in a senior class(es) on DATE.

This means that NAME's phone was taken to the school office to allow the supervising teacher to concentrate on their own class.

Details....

I would be grateful if you could continue to discuss this with NAME and I look forward to your support.

Yours sincerely,



Letter

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Peebles High School
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Duty

A Swearing at staff Letter (11) can be initiated by the Duty Head emailing the following group: C. Gilfether and J. George providing the information required below.

The text of Letter 11 reads:

Dear parent/carer,

I am writing to let you know that NAME swore at a member of staff on DATE.

Details

Our staff do not come to work to be verbally abused, and this behaviour is very unsettling for other pupils. NAME should have if THEY were feeling angry.

The consequence was that NAME spent the day supervised in senior classes with their phone confiscated.

Please discuss this with NAME and I look forward to your support.

Yours sincerely,

Letter

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Duty

A **Fighting Letter (13)** can be initiated by the **Duty Head** emailing the following group: **C. Gilfether and J. George** providing the information required below.

The text of Letter 13 reads:

Dear parent/carer,

I am writing to let you know that NAME was involved in a fight today.

Details ...

Physical aggression will not be tolerated in Peebles High School and everyone needs to take responsibility for their own actions.

When there is a fight, we arrange for pupils to be interviewed by our Locality Police Officer.

Please discuss this with NAME and I look forward to your support.

Yours sincerely,



Letter

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**Peebles High School
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Duty

A **Toilet Disruption Letter (12)** can be initiated by the **Duty Head** emailing the following group: **C. Gilfether and J. George** providing the information required below.

The text of Letter 12 reads:

Dear parent/carer,

I am writing to let you know that NAME has been causing disruption in the school toilets by.....

Too many of our young people do not use the toilets or are afraid to use the toilets because of this sort of behaviour. This is therefore very serious.

Please discuss this with NAME and I look forward to your support.

Yours sincerely,



**Peebles High School
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Letter

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Duty

The **duty head** may be required to support when behaviour falls short of expectations and **despite interventions by another staff member(s)** the behaviour has not improved.

The **duty head** may be needed to respond to the following types of incident:

Out of
class

In
class

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description to find out
more

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Peebles High School
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Duty

**Out of
class
without a
pass**

**Continually
not attending
class-including
spending too
much time in
the toilets**

**Other
behaviour
that falls short
of
expectations**

Click on the relevant
description to find out
more

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**Peebles High School
Behaviour
Policy & Procedures**

Duty

Out of class without a pass

**Return
the
young
person to
class**

**Send a
behaviour
concern
letter
(3)**

**Liaise with the
house team
regarding a
Whole School
Behaviour
Target card**

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**Peebles High School
Behaviour
Policy & Procedures**

Duty

**Continually not attending class
-including spending too much time in the toilets**

**Supervision-
pupil supervised
in S5/6 classes
and their phone
goes to office**

**Phone
call home**

**Liaise with the
house team
regarding a
Whole School
Behaviour
Target card**

**Agree next
steps with
SLT
including
possible
exclusion**

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**Peebles High School
Behaviour
Policy & Procedures**



Duty

Leaves class without permission/leaves class with permission but doesn't return (PSA Unavailable)

- If a young person walks out of class and the class teacher is unable to find the PSA, a call should be made to the office. Office staff should attempt to contact the relevant PSA either on their office phone or their work mobile. If the PSA cannot be contacted, office staff make a duty call
- If a young person walks out of class, refusing to engage with a relocation request then the class teacher should call for Duty and make a SEEMiS referral. Duty head will support the relocation or contact home if the young person cannot be found

Duty

Following a duty call, **for an out of class incident**, the **duty head** should receive an email (and a SEEMiS referral-if the duty caller has access to SEEMiS) from the duty caller. If the duty caller has no access to SEEMiS the **duty head** should complete a SEEMiS referral copying and pasting the information from the email.

The **duty head** decides on the following:

Behaviour
concern
letter
(3)

Restorative
meeting
(formal)

Detention

Phone
call
home

The duty head should record the **action taken** on the SEEMiS referral and close the referral.

Click on the relevant
description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**



Duty

A **Behaviour Concern Letter (3)** can be initiated by the **Duty Head** emailing the following group: **C. Gilfether and J. George** providing the information required below. SEEMiS referral remains open until office confirm letter sent. **Duty Head** then closes referral.

The text of Letter 3 reads:

Dear parent/carer,

I am writing to you about concerns regarding NAME's behaviour in school.

Details...

As a consequence ...

I would be grateful if you could discuss this with NAME and I look forward to your support.

Yours sincerely,



Letter

Click on the relevant description to find out more

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Peebles High School
**Behaviour
Policy & Procedures**

Duty

For an in class incident, in the first instance, the **duty head** should attempt to support the **relocation** of the young person (as per the faculty relocation timetable).

Following the duty call, the **duty head** should receive an email and a SEEMiS referral from the **class teacher** detailing the incident/ interventions.

The **duty head** decides on the following:

Liaise
with CT
and/or
PTC

Behaviour
concern
letter
(3)

Restorative
meeting
(formal)

Detention

Phone
call
home

The **duty head** should record the **action taken** on the SEEMiS referral and close the referral.

Click on the relevant
description to find out
more

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Peebles High School
**Behaviour
Policy & Procedures**



Mrs S. O'Neill is the PT Pupil Support (Inclusion) who oversees Connect.

The **PTI** leads on interventions for pupils most at risk of exclusion and has caseload responsibility for some pupils.

The **PTI** is responsible for coordinating **alternative timetable provision** for the young people in their caseload and for those young people referred by pastoral staff.

Our provision often involves **partnership working**.



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Peebles High School
Behaviour
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Parent /carer

The role of **parents and carers** is fundamental for the smooth-running of a positive school environment and the modelling of positive relationships.

It is expected that **parents and carers** are:

Respectful in
their
interactions
with staff

Supportive of
school policies

Responsive and
work closely
with the school
in a spirit of
trust and
honesty

Empowered to
discuss any
concerns about
the young
person with the
school

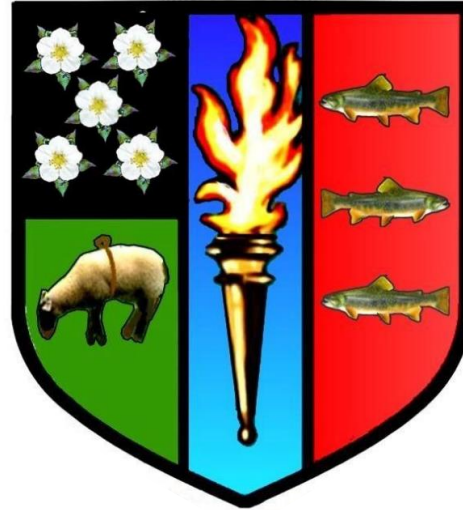
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Peebles High School
**Behaviour
Policy & Procedures**

Impact monitoring

Key findings will be shared with parents/carers via the HT Community Updates



Survey data will be shared with staff via the HT staff update

Pupil views will be gathered through PSE surveys using MS Forms and results shared through HT Community Updates



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**Peebles High School
Behaviour
Policy & Procedures**