



Behaviour and Expectations Policy

Date of issue: May 2023	Version no: 2
Approved by: SLT	Review date: May 2024

PURPOSE

The policy sets out the school's ethos and approach to dealing with matters of behaviour, as well as outlining possible approaches and sanction to issues, if a student gets things wrong.

SCOPE

- This policy applies to the whole school.
- There are specific parts that deal with Junior School and how they would deal with an issue or concern, then develops how Lower and Upper School would deal with an issue or concern. At the end of the policy document there are further policies relating to digital technology and their expected use.

RESPONSIBILITIES:

Person responsible:	Deputy Head - Pastoral
Council member or Committee:	(if relevant)
Reviewed by and frequency:	Yearly
Date of last review:	November 2022
Policy approved by SLT on:	May 2023
Date of next review:	May 2024

This policy should be read in conjunction with:

- St George's School Edinburgh Bring Your Own Device (BYOD) Policy – relating to the use of personal devices on-site
- St George's School Edinburgh Digital Media Policy – relating to the recording, storage and sharing of digital media including (but not limited to): images, audio recordings, video recordings etc.
- St George's School Edinburgh Social Media Policy – relating to the use of social media
- St George's School Edinburgh ICT Acceptable Use Policy – the school's over-arching policy covering the use of ICT and the St George's network
- St George's School Edinburgh Mobile Phone Policy – relating to the acceptable use of mobiles
- St George's School Edinburgh Drugs, Alcohol and Smoking Policy- relating to misuse of substances
- St George's School Edinburgh Uniform and Dress Code
- St George's School Edinburgh Exclusion, Removal and Review Policy- relating to instances in which a student may be asked to leave the school
- St George's School Edinburgh, Houldsworth Going Out Policy- relates to guidance around boarders' trips outside the boarding house
- St George's School Edinburgh Complaints and Concerns Procedure.
- St George's School Edinburgh Homework Policy
- St George's School Edinburgh Learning and Teaching Policy
- St George's School Edinburgh Curriculum Policy
- St George's School Edinburgh Anti-Bullying Policy (incorporating Confidentiality Statement for Students)

LEGAL REFERENCES:

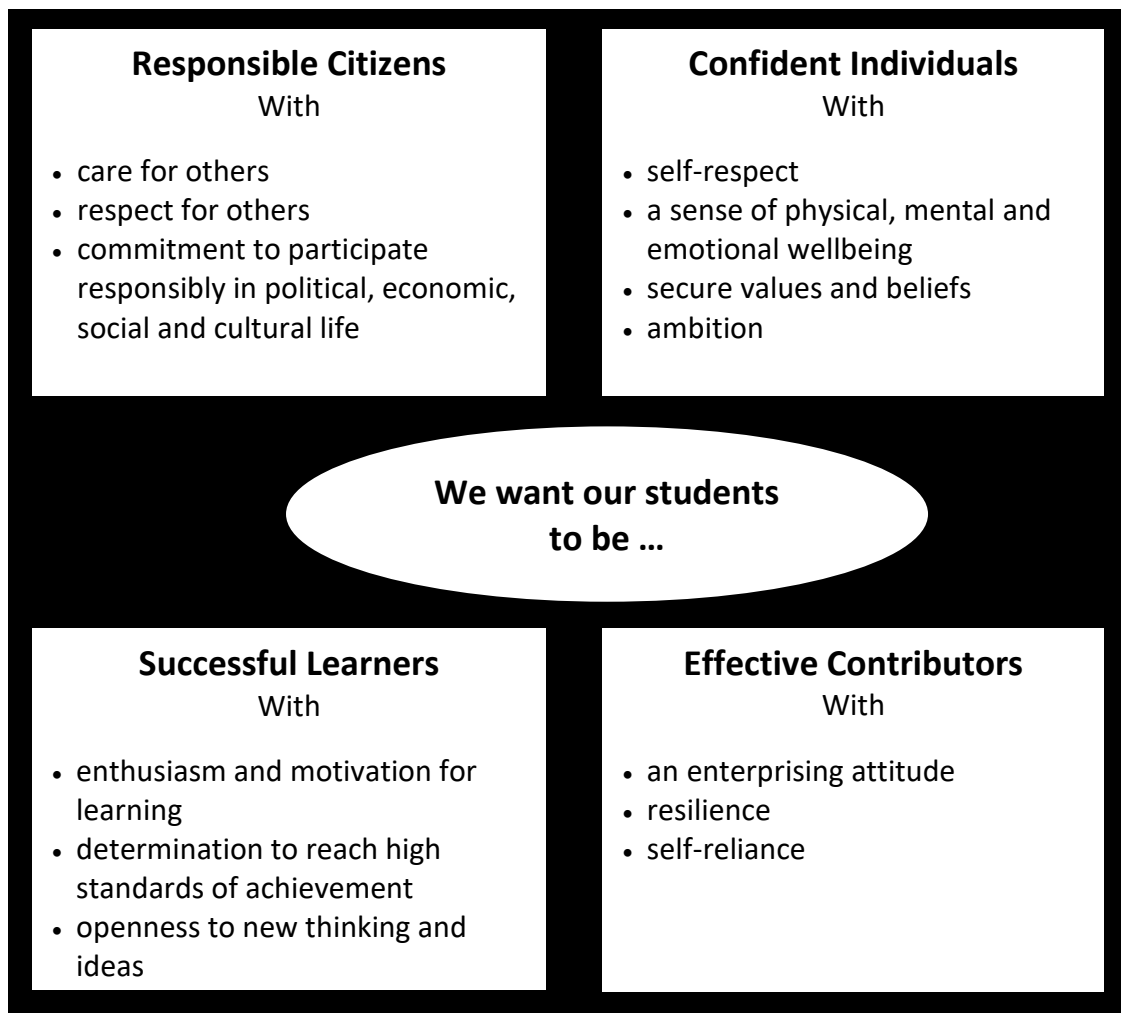
This policy operates within a wider national and local policy framework, which includes:

- The National Guidance for Child Protection in Scotland 2014
- The National Guidance to Anti-Bullying for Scotland's Children and Young People (Scottish Government 2010)
Addressing Inclusion: Effectively Challenging Racism in Schools 2019
- GIRFEC principles
- Children and Young Persons (Scotland) Act (2014)
- Equality Act (2010)
According to its duties under the Equality Act 2010, the School makes reasonable adjustments to the parameters laid out in its Behaviour Policy for students with Support for Learning requirements.
- United Nations Convention on the Rights of the Child
- Respect Me

Whole School Ethos:

1. Our aim at St George's is for staff and students to work together to enable all students to become successful learners, effective contributors, responsible citizens and confident individuals.
2. All students and staff have the right to feel happy, safe and included. At St George's we strive to create a positive ethos and climate of respect and trust based on our shared values across the school community, as outlined in our school motto.
3. Our school motto - "Trouthe and honour; fredom and curteisye" is from Geoffrey Chaucer's "The Prologue". We try to uphold these core values in everything we do. If we can be honest with ourselves and with one another, honourable in the way we behave, respectful and wise in the freedom we enjoy, and polite and thoughtful in our actions, our school community will be happy, safe and stimulating.
4. Our core values create a positive atmosphere in which students, staff and parents work co-operatively to fulfil their potential as human beings. There are times when members of our community struggle to uphold our core values, and when this happens they are given the opportunity to learn from their mistakes and to move on.
5. At St George's we have very few ground rules, but the ones we have agreed on as a community exist to ensure that we:
 - treat one another with respect and courtesy
 - work safely and to the best of our ability
 - promote tolerance
 - celebrate diversity

In short – we strive to prepare students for a full and rewarding life in a dynamic, global community.



Junior School Behaviour Policy:

Ethos (Junior):

Our school motto - "Trouthe and honour; fredom and curteisye" is from Geoffrey Chaucer's "The Prologue". We try to uphold these core values in everything we do. If we can be honest with ourselves and with one another, honourable in the way we behave, respectful and wise in the freedom we enjoy, and polite and thoughtful in our actions, our school community will flourish and every child will feel happy, safe and stimulated in their learning.

We expect every member of the school community to behave in a considerate and respectful way towards others. We are a caring school community. All children are expected to take responsibility for their own behaviour and actions. Promoting positive behaviour amongst our school community ensure that every child is given the best opportunity to achieve key educational aims at every stage of our Junior School. Our focus is on emotional wellbeing and fulfilment as well as academic achievement.

We recognise that we have a legal obligation to ensure that every child is safe and protected from harm while in school. We treat all children fairly and apply this behaviour policy in a consistent way. We encourage good behaviour through a mixture of high expectations, a clear and consistent behaviour policy and a Junior School ethos which fosters discipline and mutual respect between pupils. All of these are also in evidence in the relationship between students, staff and parents.

We recognise that the nature of the age and stage of children in our Junior School means that there are times when members of our community struggle to uphold our core values, and when this happens they are given the opportunity to learn from their mistakes and to move on. Our behaviour policy has a whole school learning focused and supportive approach, in the first instance.

At St George's we have very few ground rules, but the ones we have agreed on as a community exist to ensure that we:

- treat one another with respect and courtesy
- work safely and to the best of our ability
- promote tolerance
- celebrate diversity

In short – we strive to prepare students for a full and rewarding life in a dynamic, global community. In society, as adults we recognise that we must be able to communicate flexibly with a range of people in diverse and sometimes unexpected situations. As a Junior School we want to be able to provide our students with an emotional and social 'toolkit' to be strong communicators, who can show understanding, empathy and resilience and who are equipped to navigate a range of social situations with grace and ease.

Above all, we actively promote the message that all people - adults and children alike – deserve to be treated with kindness and respect.

Junior School - Classroom Ground Rules

1. Be safe

- Listen carefully to and follow instructions without delay to ensure your safety and the safety of others.
- Walk quietly around school in a sensible, calm way. Keep to the right-hand side as you walk along corridors and up the stairs for safety reasons.

2. Be respectful

- Be respectful to other learners and considerate to others.
- Be respectful to property and equipment:
 - Look after equipment and property as you would if it was your own.
 - Leave the classroom tidy.

3. Be kind

- Be kind and gentle, using kind hands and words. Use respectful words, actions and language to express your feelings and intentions.
- Treat everyone the way that you would like to be treated.
- Cooperate with staff and other children.

4. Be responsible

- Take responsibility for your behaviour and actions.
- Work consistently and with genuine effort.
- Place all litter in the bins provided.

5. Be ready

- Arrive on time and be suitably equipped for the day or lesson.

Recognition, Referrals and Sanctions

St George's ground rules are based on our core ethos and values, which also incorporate our health and safety guidelines. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and interact in a happy, productive environment. We believe that all children in our school should have equal access and opportunity to the curriculum.

St George's recognises and promotes positive behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to highlight and encourage the daily good behaviour and choices made by our children which is always our preferred method of maintaining a respectful and kind ethos in our school. Positive behaviour is held in high esteem by all members of staff.

When children make these positive behavioural choices and efforts, they can be recognised in a variety of ways. These can include:

- Verbal feedback or congratulations from teachers or Junior School leadership team.
- Written feedback for class or home activity in a jotter, workbook or sheet.
- Awarding of a positive merit such as a sticker, teacher stamp, certificate or house point. These can be awarded for consistent good work or behaviour, effort or outstanding acts of kindness.
- Recognition in assembly, which can include the achievements of children both in and out of school. Each class also has an opportunity to lead an assembly during a school year, which allows for further opportunity to showcase learning and achievement.

As a teaching team it is important to us that children feel recognised for their positive behaviour and efforts, whilst recognising that different children will respond to different motivators. We do not only use external rewards for positive behaviour, but also cultivate an environment in which positive and kind behaviour is the norm and becomes intrinsic.

We strive to ensure that every child feels secure in their environment and has an understanding of their ability or progress with regards to behaviour and effort. We recognise that this knowledge creates positive self-esteem which in turn leads to an increase in positive behaviour not only within the individual, but also across our whole school community.

However, our staff recognise that we all make mistakes, and we know that important learning can result from these moments for all students. This holds true for students actively involved in a less than auspicious moment, and also those who have witnessed it.

If a student's behaviour causes concern, there is a stepped approach to positive behaviour management and assertive discipline strategies followed by all members of staff, which is age and stage appropriate. Any child who consistently disregards the ground rules, including our Junior School values and ethos, will be helped to recognise why their behaviour is less positive or unacceptable within the community. It also ensures consistency, transparency and clarity of our behaviour policy messaging for all students – we ensure that every child is treated consistently across a diverse range of situations, whilst appreciating their individual contexts.

All staff members – teaching and non-teaching – are aware of our behaviour policy and strategies and endeavour to uphold these aims and implement its procedures.

Our aim is to treat every student as an individual; we want to support children through difficult times and to ensure that any concern raised is dealt with in an open and fair manner. We would hope that every child feels supported to become positive, responsible and increasingly independent members of our school community. We recognise that effective links and cooperation between home and school are essential to success.

The school employs a small number of sanctions to help enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Verbal warnings may be given by teaching and non-teaching staff. These are often effective in changing behaviour, but if the student does not respond to verbal warnings, then there will need to be further sanctions.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. Occasionally, children may be asked to stay in at break times or lunch times to complete or redo a task.
- If a child is disruptive in class, the teacher verbally reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until they calm down and are in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for

the rest of that session. This situation would be noted by the class teacher and referred to the Junior School leadership team either after or during the occurrence.

If a child threatens, hurts or bullies another pupil or adult, the class teacher notes and records the incident and the child receives further sanctions. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE lessons.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The whole school Anti-Bullying Policy can be found on the school website through the Parent Portal.

Referral to the Junior School leadership team follows if the strategies above have not brought about a change in behaviour and with each successive stage, it becomes more serious. This is a very rare occurrence.

The stages of referral are:

- If the issue relates to behaviour or attitude in class, then a concern will be referred in the first instance to the Head of Junior School and Nursery, or the Deputy Head of Junior School and Nursery, who will look into the matter. This will typically involve a conversation with the pupil and/or the pupil's parents in an effort to bring clarity, understanding and resolution to the issue.
- If parents or guardians are informed, it is likely that they will be invited to come into school to try to resolve the issue with the class teacher or Junior School leadership team.
- We will maintain accurate records of behaviour referrals and the pathway for resolution. The Head of Junior School and Nursery may draw upon prior instances as necessary.
- The final levels of referral are to the Head and/or our School Council who will then become involved. Please refer to our Exclusion Removal and Review Policy for further details.

At any of these stages, sanctions may be applied to demonstrate to the student that the leadership and school community disapproves of anti-social behaviour. We would expect the student to be supported to recognise why their behaviour is not acceptable so that they may aim for improvement. Examples of sanctions might be community service activities, removal of privileges or completion of a learning task related to the poor behaviour.

Working together, to identify clear strategies and goals are always the aim in order to improve behaviour, effort and attitude, for individual development and for the community as a whole and sanctions will normally relate to understanding why behaviour needs to improve.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We are clear about the school rules in our behaviour policy, and we ask parents to read this before enrolling their daughter, and at the start of each session, so as to support our staff to uphold the values and ethos outlined.

We ask parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school judges the use of reasonable sanctions because of a child's behaviour is appropriate, parents should endeavour to support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should request the school's complaints procedure from the school office and follow the guidance within it.

Monitoring and Review

The Head of Junior School and Nursery, and Deputy Head of Junior School and Nursery, will review this policy annually, making amendments as necessary and based upon experience of applying the policy in practice.



Lower and Upper School Behaviour Policy

Ethos and principles (Lower and Upper School):

At St. George's School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary. Above all, we actively promote the message that all people - adults and children alike – deserve to be treated with kindness and respect.

The management of behaviour is an important aspect of teaching and learning, as is the production and recognition of good behaviour and work. Students benefit from clear guidance as to the behaviour expected in the classroom and around the school as well as in the task of learning.

The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of co-operation, respect and shared responsibility. No one tolerates the rare incidents of disruptive behaviour in lessons or around school. All staff should act firmly and seek to resolve the situation. Behaviour is never someone else's responsibility; it is all of ours.

No member of staff will ignore a problem because it is not related to them or their lesson. In the first instance staff deal with misconduct directly; if needed, support is always available from Heads of Department, Heads of Faculty, the Pastoral Team and SLT. It should be noted that some children may adopt challenging, abusive or disruptive behaviour as a result of abuse themselves. As such, school behaviour policies should be considered in tandem with the school Child Protection Policy. Should abuse be suspected, staff will provide support and intervention in line with Child Protection policies and procedures.

St George's School is committed to providing education in a safe, healthy and secure environment. Some of our responsibilities are statutory, which means that they are obligations under the Law of Scotland.

Ground Rules (Lower and Upper School):

There are several essential ground rules which should be taken seriously. These are non-negotiable for health and safety reasons.

- ❖ You must be aware of all safety and security procedures. You must register with your Form Tutor at 8.45am., signing in if you are late, signing out if you have to leave the premises before 3.50pm.
- ❖ You must know the Fire Drill and what to do if the alarm sounds. (There will be a practice drill at the start of each term.)
- ❖ If you wish to invite any person onto the campus you must first seek the permission of the Head or a member of the Senior Leadership Team. On arrival, the guest must be met and registered at Reception where they will receive a Visitor's Badge which must be worn at all times and handed in on departure.
- ❖ St George's is a non-smoking school. Smoking is not allowed in any part of the campus.
- ❖ Illegal substances, including alcohol and tobacco (vapes or e-cigarettes of any kind), should not be brought onto the campus or taken on any school trips or events. The possession and/or use of drugs, including alcohol and tobacco in school, or the illegal supply of these substances will not be tolerated and could lead to you losing your place at school.
- ❖ We ask you to respect the school environment, including plants and trees.
- ❖ You must respect the fabric of the school building. Damaging or graffitiing school property will not be tolerated.
- ❖ You should respect all equipment and resources in school and comply with the I.C.T. agreement.
- ❖ Mobile phone use should be in line with the school's mobile phone policy.
- ❖ Food should never be taken out of the Dining Hall. Students should not be ordering in food from

outside vendors.

- ❖ All students should follow the dress code i.e. correct uniform or appropriate wear for Sixth Form. All members of the community should respect others in the way they wear clothes and through the clothes they choose to wear.

Classroom Ground Rules

- Arrive on time and suitably equipped for your lesson
- Follow the special rules when in a laboratory, practical room or on the playing fields
- Follow instructions promptly
- Work hard and meet deadlines!
- Walk quietly around the school in a sensible, calm way. Keep to the right as you walk along corridors for safety reasons
- Leave rooms tidy and furniture neatly in place
- All litter should be placed in bins
- Be considerate to others

What to do when things go wrong...

We all have problems at one time or another; fall outs and splits within friendship groups, disagreements about issues we are passionate about, hurtful comments and direct unkindness. That said, we can also be positive and inspirational role models for others which build community; showing kindness and thoughtfulness to those in our community who appear to be having difficulties, including them in our activities, offering a kind word and a smile or showing tolerance when we have disagreements. If you feel that things are not going well for you, if you are uncomfortable or unhappy, talk to your parents, a member of staff, a friend, or an older student. The Community will support you through your difficulty and work with you to resolve the problem.

You should be particularly aware of: **The Anti-Bullying Policy and the Confidentiality Statement for Students (which is at the end of the Anti-Bullying Policy)**. The Anti-Bullying Policy can be found on the school website through the Parent Portal.

Recognition, Referrals and Sanctions

St George's ground rules are based on our core ethos and values, which also incorporate our health and safety guidelines. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and interact in a happy, productive environment. We believe that all students in our school should have equal access and opportunity to the curriculum.

St George's recognises and promotes positive behaviour, as we believe that this will develop an ethos of kindness and cooperation. Positive behaviour is held in high esteem by all members of staff.

When students make these positive behavioural choices and efforts, they can be recognised in a variety of ways. These can include:

- Verbal feedback or congratulations from teachers or leadership team.
- An email or call home from Form tutors or class teachers.
- Awards in Assembly/Speech Day, such as the Good Friend Award or Scott Cup nomination

By the time students join the Lower/Upper School it is an expectation that they will have a good understanding of what the school's behaviour expectations are and how they can meet them. At the start of each session, form tutors will reinforce these expectations and they will be refreshed throughout the session through assemblies, PSHE and regular reminders. The number of ground rules is kept deliberately low to ensure those that exist are well understood, appreciated and enforced.

However, our staff recognise that we all make mistakes, and we know that important learning can result from these moments for all students. This holds true for students actively involved in a less than auspicious moment, and also those who have witnessed it.

If a student's behaviour causes concern, there is a stepped approach to positive behaviour management followed by all members of staff, which is age and stage appropriate. Any student who consistently disregards the ground rules, including our School values and ethos, will be helped to recognise why their behaviour is less positive or unacceptable within the community. It also ensures consistency, transparency and clarity of our behaviour policy messaging for all students – we ensure that every student is treated consistently across a diverse range of situations, whilst appreciating their individual contexts.

All staff members – teaching and non-teaching – are aware of our behaviour policy and strategies and endeavour to uphold these aims and implement its procedures.

Our aim is to treat every student as an individual; we want to support students through difficult times and to ensure that any concern raised is dealt with in an open and consistent manner. We would hope that every student feels supported to become positive, responsible and increasingly independent members of our school community. We recognise that effective links and cooperation between home and school are essential to success.

The school employs a small number of sanctions to help enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- **Verbal warnings** may be given by friends, older students, support and teaching staff and parents. These are usually effective in changing behaviour, but if the student does not respond to verbal warnings, then the next step will be a sanction, (a consequence).
- **Referral:** Referral is more serious and, with each successive stage, it becomes even more so. The stages of referral are:
 - A concern is sent to the Head of Department or Year Head who will investigate the matter
 - The Year Head or Head of Department will ask to see the student and the concern or problem is usually resolved at this level
 - If the problem is not resolved, then members of the school leadership team will become involved at this point, and family or guardians will be informed and invited to come into school to discuss what has happened and to find a resolution
 - The Senior Deputy Head/Head of Lower School will deal with the matter and, at their discretion, the Head will become involved.

At any of these stages, sanctions may be applied to demonstrate to the student that the community disapproves of their behaviour and expects them to recognise why their behaviour is not acceptable so that they may aim for improvement. Clear strategies and goals are agreed upon in order to improve her behaviour and attitude, for their own sake and for the community as a whole.

Sanctions

We will always seek to make a sanction constructive and appropriate to the level of and nature of misbehaviour. Examples of sanctions that might be imposed are:

- Focus session – half an hour of silent work supervised by staff on Wednesday and Friday lunchtimes. Or during an individual department's time.
- Detention
- Senior Deputy's detention on Friday from 4 - 5 pm
- Being 'on report' for a period of time
- Community Service
- Loss of privilege(s)
- Daily Report - sent home to parents to sign and return
- Suspension (internal)

- Suspension (at home for a specific time)
- Being asked to leave the school community permanently.

Serious misbehaviour is dealt with by the Head; the Head has a duty of care to act as a careful and responsible parent, balancing the interests of the individual student against those of the whole school community. In cases of serious misbehaviour, the Head will deal with the matter in consultation with the family or guardians of the student, the staff team, the Chair of Council and, if appropriate, an outside agency. The age of the student, their particular circumstances and the effect on the whole community will be taken into account. In all cases, the student will be supported and given specialist advice, with full parental involvement. Please see the school's Exclusion, Removal and Review Policy for further detail.

Our aim is to treat every student as an individual; we want to support one another through difficult times and to ensure that any concern raised is dealt with in an open and consistent manner.

Record Keeping:

Behaviour matters are recorded, together with all details of any investigations. Incidents of bullying, including prejudice-based bullying are also logged in the Wellbeing Manager within iSAMS. The Deputy Head (Pastoral) and relevant Heads of Section monitor for patterns and trends in their respective areas of school. The Deputy Head (Pastoral) reports on a termly basis to the Safeguarding Committee of the School Council (governing body).

The Role of Parents

The school works collaboratively with parents, so students receive consistent messages about how to behave at home and at school.

We are clear about the school rules in our behaviour policy, and we ask parents to read this before enrolling their daughter, and at the start of each session, so as to support our staff to uphold the values and ethos outlined.

We ask parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school judges the use reasonable sanctions as a consequence of a child's behaviour is appropriate, parents should endeavour to support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should request the school's complaints procedure from the school office and follow the guidance within it.

Monitoring and Review

The Senior Leadership Team will review this policy annually, making amendments as necessary and based upon experience of applying the policy in practice.