

Expectations policy

Introduction

The purpose of this policy document is to define the principles and aims of the development of good conduct at The Ladies' College, Melrose and The Ladies' College, Pre-Preparatory and to provide a framework which;

- promotes consistency in school planning and school practice.
- facilitates development and change.
- informs new colleagues, pupils, governors and the wider community.

This policy should be viewed in conjunction with the Anti-Bullying Policy, PSHE & Wellbeing Policy and the E-Safety Policy.

Principles

School is a microcosm of society and rules and respect for others are necessary for the smooth functioning of a school and the safety and wellbeing of the pupils.

Aims

- To work in partnership with parents.
- To help pupils recognise and adopt socially acceptable behaviour.
- To promote a positive self-image and self-esteem by the encouragement of respect for themselves, for others and for property and for the fostering of a caring environment.
- To guide pupils towards self-control by encouraging them to increasingly take responsibility for and accept the consequences of their actions.
- To support the girls in recognising their own emotions, managing their own wellbeing and in recognising that their actions can affect the wellbeing of others.
- To encourage the use of Melrose Growth Mindset to support the expected behaviour of pupils.

The Role of the Pupil

Pupils have a right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the school's Expectations Policy. They should show respect to colleagues and each other and in class make it possible for all pupils to learn. Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and refrain from behaving in a way that brings the school into disrepute, including when outside school.

The Role of Colleagues

All colleagues have a responsibility for the behaviour of pupils in school throughout the day. They should ensure that they role model behaviour, reinforce school expectations and are responsible for implementing and promoting the Expectations Policy.

The Role of Parents/Guardians

Parents and guardians have the right to know that their daughters work, learn and play in a safe and supportive environment. The school aims to work collaboratively with parents, so pupils receive consistent message about how to behave at school and adhere to the school's expectations policy. We expect the parent/guardian to inform the school of any changes in circumstances that may affect their daughter's behaviour and to discuss any behavioural concerns with the class teacher promptly.

If the school has to address behaviour, parents/guardians should support the actions of the school. If parents/guardians have any concerns about the way that their daughter has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.

Strategies for supporting behaviour:-

Strategies for the Development of Expected Conduct

- PSHE is used to develop and reinforce general behaviour and to encourage pupils to begin to take responsibility for and understand their own actions.
- Pupil self-esteem is encouraged by giving genuine praise, positive comments, stickers and house points amongst many other positive strategies.
- Positive behaviour is encouraged by using the Jenny Mosley Golden Rules (linked to PSHE/Circle Time) as a basis.
- Assemblies are used to promote the Decider Skills, Melrose Mindset, Bags of Kindness and Positive Thinking as strategies to support expected conduct.

Strategies for managing behavioural incidents

Minor Incidents

Step 1

- Minor incidents are usually dealt with by form teachers or other colleagues where appropriate. Each issue is dealt with on an individual basis and is recorded on CPOMS (Child Protection Online Monitoring System).
- In the Pre-Preparatory and the Preparatory Department incidents of unacceptable behaviour are dealt with by referring the pupil to the 'Golden Rules' and adopting Decider skills strategies to regulate their emotions. In the Junior Department, the teacher concerned will explain that the behaviour is unacceptable and that there will be consequences if the behaviour continues.
- If there is disruptive behaviour in class a short period of 'time out' /reflection should be given, either in class (Preps) or outside the classroom in the Juniors. If very little work is completed in class with no reason, then the class teacher should discuss with

parents at pick up in case there is a reason why and if not send the work home to be completed.

- If there is concerning behaviour at lunchtime the Lunch Time Co-ordinator should be informed and they will tell the class teacher immediately after lunch break and input the information on to CPOMS.
- Sanctions which may be used, at the teachers' discretion may include, writing a letter of apology, a community service task, direct apology to the person concerned, short period of reflection at lunch time.

Step 2

- If the behaviour occurs again the class teacher should contact parents and discuss in case there are any underlying issues at home, and, if needed, should arrange a meeting with parent and pupil regarding expectations.

Step 3

- If the poor behaviour needs further management, the Head of Department will be informed and the class teacher will set up a structured monitoring programme eg; a behaviour report card will be set up and used by all colleagues.

Issues of an ongoing nature that are disruptive and or consistently failing to reach our levels of expectations are discussed at staff meetings with other colleagues or at other times.

Serious Incidents

If an incident occurs which puts a pupil at immediate risk the teacher should go to or send for the nearest member of the Senior Leadership Team to deal with the situation.

Step 1

- If there is a serious concern about the behaviour of a pupil their parents will be **immediately** contacted initially by the class teacher to discuss expectations and set urgent targets for improvement. The Head of Department will be informed. In potentially serious or controversial cases the Head Teacher should be informed immediately. Information will be recorded on CPOMS.
- Where there is a serious concern regarding the behaviour of particular pupils, colleagues will be informed with a notice on the staff room white board. Subsequent events involving that pupil will continue to be recorded on CPOMS thus allowing the identification of any emerging patterns of behaviour. CPOMS is reviewed regularly by the Deputy Head Teacher.

Step 2

- If the concern continues, the Head Teacher, will meet with the parents concerned.

Step 3

- In instances of repeated concerning behaviour which may either endanger the pupil or other pupil or have a long-term detrimental effect on the education of other pupils, exclusion, either temporary or permanent, may be considered. This decision would be taken in consultation with the Principal. (See Exclusions.)

Additional Information

- Any pupil on regular medication should be documented on Integris and all colleagues made aware by the class teacher, in case the medication affects the daughter's behaviour.
- If property is damaged intentionally, the parent may be asked to reimburse the school for a replacement at the discretion of the Head Teacher.
- Confiscation – mobile 'phones, jewellery etc. which are confiscated must be made available to the pupil at the end of the day on which it was confiscated. Confiscated belongings should be handed to the school secretary and may be collected at the end of the school day.

Exclusions

Circumstances in which internal, temporary or permanent exclusion may be appropriate include:

- Smoking, drinking alcohol or possessing, using or supplying banned substances while in College or engaged in official College activities.
- Theft.
- Deliberate damage of property or acts of vandalism.
- Bullying.
- Offences which actually, or could potentially, damage the good name and reputation of the College. For example, rudeness, deliberate use of bad language, unbecoming behaviour in College uniform, disobedience, deceitful, dangerous or anti-social behaviour.
- Criminal offences not already outlined above.
- Deliberate breach of school policy/rules and regulations including being off College premises, without permission, during school hours.
- In instances of concerning behaviour that may endanger the pupil or other pupils e.g. biting, the matter is referred to the Head Teacher who may decide it is appropriate to send the daughter home for the remainder of the day.

Rewards

Classes use a variety of reward systems to encourage teamwork and working together as a class. The general practice of classroom management provides many opportunities for rewarding pupils on a daily basis:

- Verbal praise; written remarks about positive behaviour, use of the Melrose Mindsets, impressive work or exceptional effort. In the Pre-Preparatory and Preparatory Department ‘Wow’ moments are celebrated.
- In the Pre-Preparatory and Preparatory Department Melrose Mindset tallies may be kept and stickers awarded.
- In the Junior Department House Points may be given for work or as a reward for exceptional conduct or assistance. House Points can be indicated directly on the girl’s work or in the Homework Diary and are then recorded by the Class Teacher. Once House Points are awarded, they will not be taken away.
- House points awarded to individuals during the week contribute to a ‘House Total’ which is announced in Assembly. The ‘House’ with the most points flies a house colour flag on the Melrose flagpole for a week. House points are also awarded for team House events e.g. House Sports. Cumulative totals are also used to decide the ‘House of the Term’ and ‘House of the Year’. The ‘House of the Year’ is awarded a cup at the Celebration of the School Year which is collected by the House Captain.
- In the Junior Department ‘Star of the Week’ certificates may be awarded in Junior Assembly. Classes also use a variety of reward systems to encourage teamwork and working together as a class.

Whole School Expectations of Behaviour

Rules will be kept to a minimum and explained to the girls on a regular basis.

1. Follow ‘The Golden Rules’.
2. Walk quietly around the school.
3. Show good manners and respect for others
4. Play safely with consideration to others.
5. At break and lunch times remember – one blow on the whistle means stand and listen to the colleague’s instructions.
6. Playground equipment is not to be played on before school begins or after school.

Vulnerable Groups

It is recognised that some pupils need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches:

- Opportunities for reflection
- Targeted Interventions
- School Counsellor

Where appropriate, girls may be given a personal behaviour plan to allow a focussed approach.

Class Rules

Class rules are kept to a minimum and explained to the girls on a regular basis.

‘The Golden Rules’ apply in the Pre-Preparatory Department, Preparatory Department and the Lower Juniors. Posters of ‘The Golden Rules’ are displayed.

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

Upper Junior girls and teaching colleagues work together to agree their own rules and define expectations for good behaviour. These are based on ‘The Golden Rules’.

Colleague guidelines to support our expectations of behaviour throughout the school day

Before School

The teacher on duty will allow pupils in at 8.10 am and will supervise them in the hall. Classes go to their classrooms from 8.30am, ready to start school at 8.40am.

Corridors, Cloakrooms and Stairs

Quiet, orderly behaviour in the corridors and cloakrooms is encouraged at all times.

Pupils and colleagues should move quietly around the school.

Girls should walk up and downstairs in single file, on the left hand side, in a quiet orderly fashion, observing the one way system as appropriate.

Assembly

All pupils should maintain silence whilst entering and leaving Assembly and colleagues should role model this expectation.

Classrooms

Pupils greet external visitors when they enter the classroom.

Pupils are not allowed to write on whiteboards or smartboards unless the teacher is present and has given permission.

Pupils are not allowed to open windows unless supervised by an adult.

Pupils are not allowed mobile phones or personal iPads / devices in class. Phones may be left in the school office for safe keeping during the day.

Break & Lunch Times

- At playtime one blow on the whistle means stand still and listen to the teacher’s instructions.
- Girls should play safely where they can be seen by a teacher.
- Girls are not allowed to play on the banks, swing on the trees or stand on the benches in the playgrounds.
- At break girls go outside, immediately, weather permitting.
- Any girls wishing to re-enter the building must request permission from and report back to the teacher(s) on duty.

- No girl should be in the building without supervision at break except for Form III who are doing their jobs.

Lunchtime Expectations (see Appendix 1)

Off Site Behaviour

It is expected that Melrose pupils will maintain expected behaviour levels whilst on a school visit and when walking to or from school.

Behaviour of Parents

All parents are expected to display appropriate levels of conduct whilst on school property and in other forms of communication. In the event of a parent displaying misconduct on school property the Principal will notify the parent with a written warning about the behaviour.

Phoning Home

Pupils may not phone home when they have forgotten something. Exceptions are made only if the reputation of the school is compromised e.g. musical instruments needed for a concert outside school or P.E. kit/equipment for an outside commitment.

P.E. Changing

P.E. changing is supervised by P.E. colleagues or class teachers. This should be done quickly and quietly.

After School

- **Playground equipment should not be used after school.** Signs are placed to remind parents and guardians that the playground equipment can only be used under the direct supervision of a colleague.
- All Pre-Preparatory and Preparatory girls are dismissed from their classrooms.
- Junior girls are required to wait in their class line outside, with their class teacher until a parent/guardian is on site to collect them. If the weather is inclement, this may take place in the hall.

Bullying (Please See Anti – Bullying Policy)

We recognise that bullying can occur in many forms all of which can have a profound effect on the victim.

Issues of bullying and peer pressure are addressed generally in assemblies and PSHE sessions.

We are always vigilant in the playground and classrooms so that we notice if any girls are unhappy, worried or appear to be isolated and can take action if necessary.

Specific concerns over bullying may be brought to our attention by parents or girls themselves.

Each issue is dealt with on an individual basis.

We take great care that whilst we address the perceived behaviour and situation we differentiate between first hand observation and reported behaviour.

Practical, age specific strategies are presented to pupils in PSHE lessons.

Strategies for Assessment/Recording

- All colleagues and in particular EYFS colleagues, observe the social development of the girls in their care in order to identify any behavioural difficulties and make early referrals to the relevant health professionals.
- We undertake an ongoing informal teacher assessment by discussion throughout the year.
- Termly pastoral briefings to all teaching colleagues with additional items on the general staff meeting agenda when and if necessary.
- Working in partnership with parents.
- Learning Passports when appropriate.
- CPOMS is used for reporting/recording incidents.

Strategies for Reporting

- Comments are made on reports or during regular parent/teacher meetings.
- Colleagues communicate with parents by letter, phone, email, parent hub or discussion.
- If there is a serious problem the form teacher and/or the Head Teacher arranges a meeting with the parents.

Resources

Badges – Prefects, Librarians, Monitors

School Council

Certificates, House Points, Stickers. Posters, Flying High Boards, Marbles in Jars, PSHE, Assemblies, Circle Time, Melrose Mindsets, Decider Skills, Brilliant Schools, Friendship Bench, Bags of Kindness.

EXPECTATIONS POLICY
APPENDIX 1
GUIDANCE FOR LUNCHTIME SUPERVISION

Lunch time colleagues play a key role in modelling and supporting interactions. Colleagues should encourage girls by using The Golden Rules, Decider Skills and the Melrose Mindsets to underpin positive behaviours and actively engage with pupils.

General Information

- At lunchtime all girls will go outside, weather permitting.
- A first aid bag will be taken to the Junior Playground, the Preparatory first aid bag is easily accessible in the Middle Preparatory cloakroom area.
- One blow on the whistle means stand still and listen to the teacher's instructions.
- Girls should play safely where they can be seen by a teacher.
- Girls are not allowed to play on the banks or behind the sheds, swing on the trees or stand on the benches in the playgrounds.
- Trainers or wellies must be worn on the Junior Trim Trail area in the winter months.
- Any girls wishing to re-enter the building must request permission, be crossed over if on the Junior playground and report back to the teacher on duty. No girl should be in the building without supervision at lunchtime.
- If a colleague requests that certain named girls come in on occasion, then the relevant information should be sent in writing to the supervisor in charge who will then inform the other supervisors.
- There is a lunch time clubs rota with details of lunch time activities.
- Girls should be encouraged to behave well at all times. Inappropriate language should be discouraged e.g. '*be quiet*' is more polite than '*shut up*', swearing e.g. *damn* is not allowed.
- In case of a fire alert or fire drill, a member of SLT will take the fire registers with them as they leave the building.
- If any girls leave school or arrive at school during the lunch break, they should sign in or out on the sheets in the office.
- All lunchtime supervisors must be aware of allergies or other relevant medical information. They should check the Medical Notice Board in the staff room on a regular basis.
- Any accidents or bumps, particularly those involving head injuries must be reported to the Lunch Time Co-ordinator or class teacher where appropriate and procedures as stated in the First Aid Policy should be followed.
- Any accidents happening at the end of lunchtime should be reported directly to the class teacher.

- Accidents requiring First Aid should be recorded on an accident report form which can be found on the board in the staff room or in Middle Prep area. When complete, these forms should then be given to the Head Teacher for filing,
- Important day to day information is shared via the Lunch Time Co-ordinator to the team using a lunch time WhatsApp group.

Lunch

- Good table manners are encouraged at all times. This applies equally inside the hall or, in summer, in the garden.
- Relaxed social interaction is encouraged.
- Girls should be gently encouraged to eat their lunch but never forced.
- If a particular girl does not eat her lunch or frequently leaves a certain item, the class teacher should be informed quietly by the lunchtime supervisor and the teacher will decide what action, if any, to take.
- Girls should not talk and eat at the same time.
- Only water is allowed at lunchtime. Fruit juice, squash or hot drinks are not allowed. Girls drink from their water bottles at lunch time.
- Water bottles are allowed in the playground but girls should not drink water from them whilst moving around.
- If there are items in lunch boxes which give cause for concern then the supervisors should have a word with the class teacher who will raise the matter at a staff or co-ordination meeting.
- Discipline should be firm and consistent with no raised voices.
- Colleagues should always aim to lead by example.
- Lunchtime supervisors should have access to a reward system e.g. stickers for Preps and House Points for Juniors. In accordance with school policy these can only be positive and never negative, Therefore House Points and stickers cannot be taken away.
- If pupil's behaviour does not meet expectations at lunch time and the behaviour doesn't improve this should be reported to the Lunch Time Co-ordinator in the first instance who will then record it on CPOMS and inform the class teacher.

Supervising grounds at Lunchtime

- The Lunch Time Co-ordinator will supervise between the two playgrounds and inside the building, where necessary, on a regular basis each day.
- Colleagues in the Junior Playground should ensure that all areas are patrolled regularly. Possibly one patrolling the Trim Trail and the other playground and front lawn.
- Colleagues in the Prep Garden should regularly patrol the climbing frame, the fallen tree, other equipment and the woods.
- If any minor hazards are encountered, then a note should be written in the Caretaker's book at the bottom of the main staircase. For a more significant hazard, a hazard form

must be completed and handed to a member of the Senior Leadership Team or to the Office.

Fire Drills and Procedures in case of Fire

- Fire Drill, detailed in the Health and Safety Policy, must be followed.
- If pupils are in the school when the bell goes, they are to proceed straight outside, to the Junior Playground and line up in classes, before proceeding to the Junior playground. Those who have given permission for a girl to come into school, usually to visit the toilet, must check to see if she is in line, if she hasn't reported back. Girls who are in school on the request of a teacher are the responsibility of that teacher.

In accordance with other policies relating to all colleagues

- Lunch time supervisors are requested to have their mobile phones with them whilst on duty with their volume on. This is to facilitate communication across the site and first aid support if needed.
- The Melrose Dress Code should be adhered to. Colleagues should be smartly dressed in sensible clothing and footwear for the outdoors. Low cut and thin strappy tops and jeans are not deemed appropriate. Nor are flip flop sandals, for health and safety reasons.