



Expectations policy

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Expectations policy

Policy Intent

Throughout this document, the term 'Melrose' refers collectively to The Ladies' College Melrose and its Pre-School.

The values at Melrose are centred upon teaching our pupils to have integrity, to be brave and to be kind. We aim to create a supportive community where pupils are encouraged to act with honesty, demonstrate courage in the face of challenges, and treat everyone with compassion and respect. These values guide our expectations for behaviour and are reflected in the interactions between staff, pupils, and the wider school community.

Our goal is to nurture individuals who not only excel academically but also develop the character and resilience needed to thrive beyond the classroom. This policy ensures that these principles are consistently applied to maintain a safe, inclusive, and positive learning environment.

Through clear expectations and an inclusive ethos, we aim to encourage a culture where every pupil learns to take responsibility for their actions and values the rights and perspectives of others.

Philosophy

At Melrose, we recognise the importance of a positive and consistent approach to behaviour. We understand that when pupils feel respected, safe, happy, and listened to, this leads to achievement. We maintain rigour, routine, and high expectations, while striving to be kind and compassionate at all times. The focus is on building relationships and understanding our pupils, their backgrounds, and their challenges.

We remain curious about why negative behaviour has occurred and deal with any incidents by regulating (defusing the situation), relating (connecting with the pupil), and repairing (ensuring the pupil is able to make amends for their actions). Behaviour is recognised as a form of communication and is not always a choice; therefore, we work with the pupils by having firm boundaries alongside high levels of support.

Misbehaviour is often a developmental deficit, and it is our responsibility to educate, support, and equip pupils with the skills to thrive beyond school.

The Ladies' College Expectations:

We expect that as a member of the Ladies' College all pupils will:

Be kind:

- building a community where everyone is welcome and valued
- supporting each other with respect and empathy

- advocating for others

Be Brave:

- using your voice, and listening, to shape the world for the better
- trying new things and embracing challenges
- standing by our convictions to create positive changes in the world

Show Integrity:

- being thoughtful and honest with our words and actions
- setting high moral standards
- taking responsibility for, and learning from, our mistakes

The school aims to promote socially responsible behaviour, respect for others, consistency and kindness. Melrose promotes an anti-racist, anti-homophobic, anti-misogynistic and anti-discriminatory stance, and seeks to eradicate any discrimination against protected characteristics (age, gender, being married or in a civil partnership, being pregnant or on maternity leave, disability, race, religious beliefs, sex or sexual orientation). This is ensured through policies and lived experiences in order to provide an environment which is inclusive for all.

Pupils with Special Educational Needs (SEND) or Other Diagnoses

Where pupils have SEND or other diagnoses, consequences, rewards, and sanctions may be reasonably adjusted to suit their needs. These adjustments will be made in consultation with the Head of Learning Support, who may also seek advice from external agencies.

Promoting Positive Behaviour and Respect

Staff Responsibilities

All staff are responsible for understanding and supporting pupils' emotions and behaviour. Consistency across all sections of the school is key. Staff are encouraged to:

- Lead by example in promoting and modelling good behaviour by encouraging positive interaction between colleagues, pupils and parents.
- Have respectful relationships with other staff and pupils, and forge strong and supportive links with parents, cultivating an attitude of positive regard for everyone.
- Build relationships with pupils to support their behaviour.
- Refer to and use the College Values and Expectations regularly.
- Demonstrate a clear and informed understanding of the impact that learning difficulties and/or disabilities have on an individual's behaviour.
- Be visible and supportive during key transition times.
- Provide engaging lessons that challenge and motivate pupils.
- Facilitate activities that boost self-esteem, self-confidence, self-discipline and that promote a sense of pride in the school.

- Regulate, relate, and repair before escalating any behavioural concerns.
- Engage with pupils who are making a bad choice with regard to their behaviour, and always try to follow up with a restorative approach.
- Administer fair, logical, and restorative consequences when behaviour falls short.

Supporting Pupils to Make Positive Choices

We aim to create a positive atmosphere where all members of the school community feel valued and respected. We base much of what we do on the College Values and Expectations which are designed to provide pupils with a structure to their behaviour. Staff will refer to values and expectations to ensure pupils make excellent behaviour choices.

Classroom rules (charters) are established with the pupils in Pre-School and the Prep Department (Lower Prep to Upper Prep) at the start of each year and are revisited regularly. These include rules such as *we are gentle, we are kind and helpful, we listen, and we look after property*. In the Prep Department, the Zones of Regulation are also introduced to help pupils regulate their emotions when needed. As pupils move into the Junior Department (Junior Remove to Form III), they create their own class rules and are encouraged to take greater responsibility for their belongings, ensure they have the correct uniform and equipment, arrive punctually, and set a positive example for the younger pupils in the school.

Celebrating Positive Behaviour

We will aim to reward both effort and success in all aspects of school life with public acknowledgement as well as personal praise wherever possible. We believe that encouragement should be the prime motivator and we celebrate positive behaviour in the following ways:

In the Juniors, positive behaviour is rewarded with, but not limited to, House points, certificates, and Head's Awards, while in the Preps, rewards include stickers, ClassDojo points and 'Wow' moments. These rewards are given for, but not limited to, the following achievements:

- A piece of good/exceptional quality work/learning.
- A piece of work that demonstrate good/exceptional effort.
- Excellent contribution to class discussion.
- A marked improvement in any area of school life.
- Perseverance.
- Demonstrating the College Values of Integrity, Bravery or Kindness
- Demonstrating particular care for the environment.
- Random Acts of Kindness.

The Values Cup is awarded to a pupil in each section of the school for consistently demonstrating all of our College values. This takes place once a term in Pre-School and every half term in the rest of the school.

There are also numerous positions of responsibility in Form III which are awarded to pupils who demonstrate leadership and are excellent role models to our younger pupils. Some of these positions include Play Leaders, General Prefect, Prep Prefect, Junior Prefect, Library Prefect and Digital Studies Prefect.

As well as the formal rewards, staff may also give praise, encourage dialogue with pupils, display work/learning, provide positive feedback, communicate with parents and celebrate success in their own way.

Bullying (including prejudice-based bullying)

Melrose is committed to providing a safe, supportive environment in which every pupil feels respected, valued, and able to learn free from fear or intimidation. Bullying of any kind - whether physical, verbal, emotional or online - is not tolerated.

This includes prejudice-based bullying related to any protected characteristic, such as race, religion or belief, disability, sex, gender identity, or sexual orientation.

All staff have a responsibility to be alert to signs of bullying and to act immediately when concerns arise. Incidents are recorded on CPOMS and are reviewed by the Senior Leadership Team to identify patterns and ensure that all pupils involved are supported.

Our approach is restorative and educational, helping pupils to understand the impact of their actions, rebuild relationships, and make positive choices for the future. Preventative work on kindness, respect and inclusion is woven through PSHE, assemblies, and the College Values of Integrity, Bravery and Kindness.

Detailed procedures for investigating and managing incidents of bullying are set out in the *Expectations Procedural Guidelines* within the Staff Handbook.

Equality, Diversity and Inclusion (EDI)

Melrose actively promotes equality, diversity and inclusion across all aspects of school life. We are committed to ensuring that every pupil, colleague and family feels respected, represented and safe, regardless of background or protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation).

Any behaviour, language or action that discriminates against or undermines another person's dignity or identity is not tolerated. Incidents involving prejudice or discrimination are addressed immediately and recorded on CPOMS following our *Expectations Procedural Guidelines* linked in the Staff Handbook and *Safeguarding Policy*. Responses are logical, constructive and restorative, helping pupils understand the impact of their actions and learn how to repair harm.

Staff should always model inclusive language and behaviour, and ensure that our curriculum, displays and wider environment reflect and celebrate diversity. Training and reflective practice in this area form part of our ongoing professional development.

Consequences

As educators, we understand that pupils need opportunities to learn from their choices and to develop self-discipline. It is our role to guide them through this process, so there are consequences when behaviour falls short of our expectations. These consequences should be a logical response to the behaviour, aiming to be both constructive and restorative—helping pupils to understand the impact of their actions, take responsibility, and repair relationships where needed. Consequences are applied equitably, taking into account pupils' individual needs and circumstances. Staff are provided with detailed guidance and examples in the *Expectations Procedural Guidelines* within the Staff Handbook.

Classroom Management

In most cases, the adult will initially warn the pupil that their behaviour is not appropriate with a non-verbal/verbal reminder. This should help the pupil become more aware of their actions and change their behaviour in the moment.

If the behaviour does not change or improve, then the adult will move to a verbal warning which is more explicit and reiterates that the behaviour is not acceptable.

Consequences and follow-up should always be logical, constructive and restorative, helping the pupil understand the impact of their actions and supporting them to make better choices next time.

Other strategies used to support behaviour:

- Weekly staff meetings with Head of Juniors/Head of Preps to discuss individual pupils
- General Weekly Staff Briefing to discuss pupils who need additional support
- Communicating with Parents
- Telling pupils what you want them to do, rather than what they are doing wrong
- Active Listening - acceptance, but not always agreement
- Emotional Support or SEND may be explored if behaviour continues to remain a concern.
- In Pre-School and Preps an ABCC (Antecedent, Behaviour, Consequence, Communication) chart might be used to identify behaviour patterns

Logging incidents

Any behaviour incidents requiring a member of staff to issue a consequence, where the pupil has not changed their behaviour after a verbal warning, should be logged on CPOMS. Subsequent events involving that pupil should be recorded on CPOMS allowing the identification of any patterns of behaviour.

If the behaviour/incident is deemed, in the professional judgement of the member of staff, to have an impact on the wellbeing of another pupil, then the member of staff should log it on CPOMS. The Form Teacher and/or Head of Department will talk to all pupils involved at separate times to ascertain what happened. If necessary, they may also talk to other pupils who witnessed the incident. The actions, including what was said should be summarised and in some cases, parents may be informed.

Discriminatory or prejudicial behaviour is logged as an EDI incident on CPOMS and reviewed half-termly by SLT to identify any patterns.

If the behaviour reaches the threshold of harm and is deemed to be a safeguarding concern, then it should be recorded on CPOMS and the Safeguarding Team will follow the steps outlined in the Safeguarding Policy.

Restorative Conversations

Restorative conversations take slightly different approaches dependent on the level of negative behaviour to ensure pupils are supported in improving their behaviour and make better choices. These are categorised as low level, moderate level or serious level. Further guidance on the categories is provided in the *Expectations Procedural Guidelines* within the Staff Handbook.

Following a one-off incident which is deemed to reach the threshold of serious behaviour, staff are to use a restorative conversation and engage with the pupil once they are calm. The conversation is always collaborative and promotes reflective thinking in our pupils. The adult should remain calm and assertive and look to help the pupil regulate, relate and repair the damage done. The goal is for the pupil to reach their own understanding about why they behaved in the way they did and the consequences of their behaviour.

For serious negative behaviour which causes harm, puts pupils at risk, is discriminatory, is bullying, has the potential to bring the College into disrepute or is deemed by the Head of Melrose as damaging to the school's ethos, a pupil may be called into a restorative conversation with the Head of Department immediately.

The Head of Melrose may, at their discretion, (internally or externally) suspend a pupil from the school if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension is in the school's best interests or those of the pupil or other pupils. The Head of Melrose will have discretion to act as needed in each disciplinary process, and in assigning sanctions. In every case, the Head of Melrose will seek to find the best resolution for the pupils.

These restorative principles apply to all incidents where harm has occurred, including those involving discrimination, bullying, or behaviour that undermines another's dignity or safety.

Exclusions

In very rare instances, the Head of Melrose may recommend the exclusion of a pupil on disciplinary grounds in response to:

- 1) a serious breach or persistent breaches of this policy,
- 2) circumstances where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a rare and serious measure, considered only after a thorough investigation and consultation. Any recommendation from the Head of Melrose will be reviewed and endorsed by the Principal in line with the College's Terms and Conditions. The formal decision letter confirming an exclusion will be issued by the Principal.

The behaviour of a pupil outside of school may also be considered grounds for exclusion. The school seeks to work closely with families to avoid permanent exclusions wherever possible. Parents who wish to appeal an exclusion decision should follow the College's Complaints Policy.