



Behaviour and Expectations Policy

Date of issue: November 2025	Version no: 4
Approved by: SLT	Review date: August 2026

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 the Nursery and Junior School and how they would deal with an issue or concern, then develops how Middle and Upper School would deal with an issue or concern.

RESPONSIBILITIES:

Person responsible:	Deputy Head (Pastoral & Boarding)
Council member or Committee:	(if relevant)
Reviewed by and frequency:	DHP&B Yearly
Date of last review:	November 2025
Policy approved by SLT on:	November 2025
Date of next review:	August 2026

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/Internet Enabled Smart Watch Policy – relating to the acceptable use of mobiles/watches
- 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)
- Staff Code of Conduct

LEGAL REFERENCES:

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

- [The National Guidance to Anti-Bullying for Scotland's Children and Young People \(Scottish Government 2010\)](#)
- [Addressing Inclusion: Effectively Challenging Racism in Schools 2019](#)
- [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.
- [Respect Me](#)
- [National Guidance Child Protection Scotland 2021 \(updated 2023\)](#)
- [Getting It Right For Every Child \(GIRFEC\) \(2022\)](#)
- [National Practice Model and Information Sharing](#)
- [UN Convention on the Rights of Children 1989](#)
- [The Children and Young People \(Scotland\) Act 2014](#)

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

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

Responsible Citizens

With

- care for others
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Confident Individuals

With

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

**We want our students
to be ...**

Successful Learners

With

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Effective Contributors

With

- an enterprising attitude
- resilience
- self-reliance

POLICY:

NURSERY:

Nursery Behaviour and Relationships

The principles that underpin positive behaviour across St George's begin in the earliest years. Within our Nursery, these foundations are built through nurturing relationships, responsive care and play-based learning. The approach reflects *Realising the Ambition: Being Me* and the Care Inspectorate's Quality Framework, recognising that young children learn to manage their feelings and behaviour gradually, with sensitive guidance from trusted adults.

Expectations are developmentally appropriate and embedded through warm, respectful interactions that promote security, confidence and self-regulation.

Nursery Behaviour Policy Purpose and Ethos

At St George's Nursery, we recognise that our youngest learners are developing independence, self-regulation and social understanding. Our staff team understands that young children are navigating a range of new environments and experiences as they build independence, social skills and self-control.

Children learn best when they are free to explore, experiment and test boundaries within a secure and supportive setting. Through these experiences, they begin to understand that their actions and behaviours have both positive and negative consequences.

Our staff team recognises that behaviour is an expression of each child's stage of development, emotional understanding and experiences. Positive relationships between staff and children are central to a respectful and trusting ethos, built on warmth, care and consistent boundaries. We are committed to providing a calm, nurturing and responsive environment where every child feels safe, respected and valued.

Promoting Positive Behaviour

We view behaviour guidance as a central part of teaching and learning in the early years. Staff model respectful interactions, support children to manage their feelings, and celebrate positive social choices. Through play, routines and everyday interactions, children are supported to develop empathy, cooperation, negotiation and problem-solving skills.

We ensure that expectations are realistic, consistent and appropriate to each child's stage of development. Positive reinforcement, praise, and clear explanations are used to promote understanding and confidence. Staff frame their language around behavioural expectations in a calm and neutral manner, ensuring consistency across the team.

We never use or threaten corporal punishment; any physical intervention is used only to prevent harm and never as a sanction. Staff use a range of early years resources and frameworks to support emotional literacy and self-regulation, in line with *Realising the Ambition: Being Me*.

Responding to Challenging Behaviour

When behaviour causes concern, staff respond promptly, calmly and fairly. Actions may include:

- Gently reminding and redirecting children towards appropriate behaviour.
- Acknowledging feelings and helping children to name and manage emotions.
- Offering choices and setting clear, consistent boundaries.
- Supporting children to re-join play and re-engage with peers once calm and ready.
- Working with families to agree strategies when patterns of behaviour persist.

All incidents are addressed sensitively and, where appropriate, recorded and shared with parents. Staff maintain confidentiality and provide reassurance and support to all families involved. Where persistent or complex behaviours occur, advice may be sought from the Nursery Leadership Team, Head of Juniors or external professionals.

Specific Guidance: Biting

Biting is recognised as a common developmental stage in early childhood. It may occur for various reasons, including teething, exploration, frustration, developing language skills, or a need for attention.

We understand that biting incidents can be distressing for families, and we respond with sensitivity, empathy and professionalism. Staff work calmly to identify possible triggers and help children find appropriate ways to express their needs and feelings.

If biting occurs, staff will:

- **Comfort and care** for the child who has been bitten.
- **Wash the affected area** with warm soapy water, provide first aid as required, and record the incident using the school's established procedures.
- **Support the child who has bitten**, helping them to understand the impact of their actions and modelling alternative ways to express emotions.
- **Observe behaviour closely** and plan strategies to reduce recurrence, such as adjusting routines, supervision or environmental factors.
- **Inform both sets of parents promptly and sensitively**, sharing information about the incident and agreed next steps.
- **Maintain confidentiality at all times** – the names of other children involved will not be shared.
- **Monitor healing** where a bite causes a wound and advise parents to seek medical advice if there are any signs of infection or concern.

Through a consistent, calm and nurturing approach, we support all children to feel safe, secure and understood, while developing the skills to manage their emotions and interactions positively.

Partnership with Parents

Positive relationships with parents are central to promoting consistency and understanding. We communicate openly about children's wellbeing, celebrate progress, and work collaboratively to ensure every child feels secure, confident and supported. Where concerns persist, we work together to agree practical next steps and review progress regularly. We value parents' feedback and ideas in shaping our ongoing approach to behaviour and wellbeing.

Staff Professional Learning

Nursery staff engage in ongoing professional development in relational pedagogy, attachment-aware practice, and strategies to support self-regulation and emotional literacy. This ensures a consistent, informed and reflective approach to behaviour guidance across the early years.

JUNIOR SCHOOL

Junior School Behaviour Policy Purpose and Ethos

At St George's Junior School, we are committed to creating a calm, safe and happy environment where every child can learn and thrive. Our school values – honesty, respect, kindness and responsibility – underpin all that we do. Everyone in our community is expected to model these values through their words, actions and relationships.

We believe that positive behaviour is learned through high expectations, clear boundaries, and consistent support from adults. We expect every member of the school community to behave in a considerate and respectful way towards others. Promoting positive behaviour ensures that every child is given the best opportunity to achieve key educational aims at every stage.

We treat all children and adults in our school community fairly. When children make mistakes, we see these moments as opportunities for reflection, learning and repair and apply our behaviour policy consistently.

Our Core Principles

- Every member of our community deserves to be treated with kindness and respect in all interactions.
- Behaviour expectations for our Junior School are clear, consistent and communicated to all. These are upheld daily through the application of positive behaviour strategies.
- Positive relationships between adults and children are central to effective teaching and learning.

- Adults respond to children's behaviour calmly, fairly and proportionately.
- We work in partnership with parents to promote shared understanding and consistency.
- Pupils are supported to take increasing responsibility for their actions as they move through Junior School.

Behaviour Expectations and Ground Rules

In Junior School our ground rules are simple, memorable and apply across all areas of school life:

Be Safe	Be Respectful	Be Kind	Be Responsible	Be Ready
Move safely around school and follow instructions.	Listen actively, carefully and value others' opinions.	Use kind words and actions.	Take care of belongings and the school environment.	Arrive on time, equipped and prepared to learn.

At the start of each year, every class develops its own age-appropriate classroom code in conversation with pupils to reinforce these shared principles. All pupils are expected to work cooperatively, consistently and with genuine effort to make the most of their learning and enjoyment.

Promoting Positive Behaviour

In Junior School, we recognise and celebrate positive choices, effort and kindness every day. We believe that every child in our school should have equal access and opportunity to the curriculum and experience a positive school life.

We believe that positive behaviour is taught, modelled and reinforced throughout daily school life. Our behaviour expectations are introduced at the start of each year and revisited regularly through assemblies, PSHE lessons, class discussions and shared reflection. Pupils are supported to understand what good behaviour looks like, why it matters, and how it helps everyone to learn and thrive together.

Our Junior School staff use praise, encouragement and constructive feedback to build self-esteem and motivation. We recognise that children are motivated in different ways and use a range of strategies to promote positive behaviour. Recognition may include:

- Verbal or written praise
- Stickers, stamps or certificates
- House points and class rewards
- Recognition in assemblies

We believe that noticing and naming positive behaviour helps to establish the culture we value most – one of kindness, effort and cooperation.

Responding to Behaviour Concerns

In Junior School, we recognise that all children are learning how to manage their emotions and relationships. We understand that behaviour can communicate a child's emotions or unmet needs. When behaviour falls short of expectations, adults respond in a calm, consistent and supportive way to ensure that children learn from the situation. The aim is always to help the child understand what went wrong, take responsibility, and make a positive change.

In most cases, the following steps help children to reflect and reset their behaviour:

- A quiet reminder about Junior School expectations;
- A clear verbal warning;
- Time out or a short reflection period within class or break time;
- Restorative conversation to repair relationships and reset behaviour.

When behaviour falls short of expectations, we focus on helping pupils to reflect and repair relationships.

Restorative conversations encourage children to think about what happened, who was affected, and what needs to be done to make things right. This calm and reflective approach promotes accountability, empathy and reconciliation, helping pupils to learn from their mistakes and move forward positively.

The Junior School staff ensure that sanctions are proportionate, fair and age-appropriate. Where behaviour endangers safety, disrupts learning or causes distress, the incident is recorded and addressed promptly.

Escalation and Referral Process

If behaviour concerns continue or are more serious in nature, the following process applies:

1. **Class Teacher Intervention**
 - a. The class teacher manages initial incidents and records any ongoing concerns.
 - b. Parents may be informed if behaviour is repeated or affecting learning.
2. **Referral to Junior School Leadership**
 - a. If behaviour does not improve or is of greater concern, the issue is referred to the Junior School leadership team.
 - b. The pupil meets with a member of the Junior School leadership team to discuss the behaviour, recall the school's positive behaviour expectations and agree next steps.
 - c. Parents are informed and may be invited to meet with staff to agree strategies for improvement.
3. **Further Escalation**
 - a. Persistent or serious behaviour concerns that cannot be resolved by the Junior School leadership team are referred to the Head of School and, where appropriate, the School Governors.
 - b. A record of actions taken and agreed outcomes between the school, child and parents is maintained.
 - c. Individual behaviour support plans may be implemented if required.

Throughout all stages, the emphasis for the Junior School team remains on understanding, accountability and restoration.

Partnership with Parents

We value strong home–school partnerships, knowing that children thrive when school and families work together. Parents will be informed if the school has a concern about their child's behaviour or if a sanction has been applied.

Parents are encouraged to:

- Reinforce school expectations at home;
- Discuss concerns promptly and constructively with the class teacher, in the first instance;
- Support the strategies agreed between home and school.

If a parent has concerns about the way a behavioural matter has been handled, they should first contact the class teacher, then the Head or Deputy Head of Junior School and Nursery. If the issue remains unresolved, it may be referred to the overall Head or the School Council.

Monitoring and Review

The Junior School leadership team monitors the effectiveness of this policy and reviews it annually, or sooner if required. Updates are shared with staff, parents and pupils as appropriate to ensure clarity and consistency across the school community.

Staff in the Junior School receive regular professional learning in positive behaviour management, restorative practice and relational approaches. We value early identification and support for pupils who may need additional help, ensuring that strategies are put in place quickly and collaboratively to promote success and wellbeing.

MIDDLE and UPPER SCHOOL

Middle and Upper School Ethos and Principles

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 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.

Middle and Upper School Ground Rules

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.
- ❖ This is a mobile/internet enabled smart watch-free campus.
- ❖ No food should 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 My School 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 Middle/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 Faculty, Curriculum Leader or Year Head who will investigate the matter
 - The Year Head, Head of Faculty or Curriculum Leader 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 Deputy Head (Pastoral & Boarding) 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 Friday lunchtimes. Or during an individual department's time.
- Detention
- Deputy Head'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 on CPOMS.

The Deputy Head (Pastoral & Boarding) and relevant Heads of Section monitor for patterns and trends in their respective areas of school. The Deputy Head (Pastoral & Boarding) 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.