



St Leonards
St Andrews, Fife

**Promoting Positive Behaviour and
Relationships
August 2023**

Rationale

At St Leonards School we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, kindness and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through the IB curriculum and extensive programme of extra-curricular activities.

This policy is designed to support our school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all. Respectful and considerate behaviour is an essential element in the life of the school community. Learning can best take place in an environment which is safe, healthy, kind and free from prejudice, intimidation and fear. It is the duty of the school to promote positive behaviour, and to deal effectively with poor behaviour. Staff are central to this and act as role models who uphold the school values in a consistent manner. The following policy statements seek to outline the processes in place across the school.

General School Rules

The rules reflect the Pupil Code of Conduct and are kept to a minimum and exist for the safety and wellbeing of all.

- Respect and understand the needs of others
- Help and encourage others
- Be polite
- Be honest and fair
- Take responsibility for your actions and behaviours (accept consequences and put it right)
- Be respectful of others as you move around the school campus.
- Respect other people's property and that of the school
- Treat others appropriately and ensure others are included
- Be mindful that you represent the school and should do so in a positive manner.

The Role of Parents and Guardians

Parents are expected to work in partnership with the School to maintain high standards in approaches to learning and behaviour through:

- Ensuring their child is punctual to school, fully prepared for learning and adhering to uniform/dress code requirements;
- Actively encouraging their child to observe the Code of Conduct and associated policies and procedures including the Mobile Phone Policy and Acceptable use of ICT;

- Actively supporting the School's procedures for acknowledging and celebrating students' success;
- Ensuring high levels of attendance for their child with absence for reasons other than ill health or other emergency circumstances, agreed with the school in advance.;
- Maintaining good communications with the School;
- Actively supporting the School when sanctions and support interventions are applied;
- Actively encouraging their child to show respect for school property.

The Jurisdiction of The School

Education is a joint venture, which involves the active cooperation of parents, pupils and the school. A day or boarding pupil who breaks the rules of the school or the law of the land during the school day, or at other times, when they are the responsibility and within the jurisdiction of the school, e.g. an evening social event, school matches or an organised trip, will be sanctioned by the school. This includes the use of ICT outside the school day or term time which harms members of the school or brings the school into disrepute. If appropriate, the matter will be referred to the Police. If something impacts upon the school community in a negative manner, we will look to resolve this. The Head may take a view on infringements of the law of the land committed outside these times if they feel the pupil has brought the school into disrepute.

Strategies for the Promotion of Positive Behaviour

1. Rewards and Recognition

Certificates and Sports Colours are presented to pupils throughout the school year, these are a fantastic opportunity for us to recognise the talent and effort of pupils.

Assemblies provide a great opportunity to share our certificates but also give public praise to pupils and groups who merit recognition. We also use assemblies to highlight key issues within school such as school values and pupil behaviour. This includes visiting speakers.

End of Year Awards and Prizes are our most public recognition of pupil success. They are awarded across all areas of the school curriculum, co-curriculum and finally many prizes are values based rather than achievement.

Pupil Voice and Leadership Opportunities are an essential part of the smooth running of the school and allow pupils to build confidence and resilience. Groups such as Peer Listeners in Y1 - 6, Island Captains and Vice Captains in Y1 - 6, Pupil council Reps, Mentors in violence Prevention (MVP), Prefects, Senior Prefects, Deputy Heads of School and Heads of School. We take great pride in the strong pupil voice helping shape the future of the school.

Islands Harris, Lewis, Mull and Skye form our Years 1 - 13 House system (not to be confused with Boarding houses). All pupils and staff are allocated an Island and given a wide range of opportunities throughout the school year to earn Island points, covering academic, sports, music and drama activities. There are rewards for the top Island at varying stages throughout the year and culminating in an overall Island winner in June.

2. Behaviour support/Consequences

Positive relationships between staff, pupils and families which are built on trust and respect are our first and most important tool to promote good behaviour in lessons and around school. Class teachers are responsible for developing excellent relationships with their classes and putting in place low level behaviour management strategies to give pupils clear boundaries and opportunities to “get it right”.

School Community Action is an opportunity for pupils to reflect on their behaviour whilst giving something positive back to the school community. This is predominantly used in our younger years but we are looking at opportunities to utilise this more with our older pupils in the future.

Reflection time in school is used predominantly in our younger years and allows children some quiet time to reflect on their behaviour, it is followed by a chat with their class teacher.

Behaviour books are used in Years 4 - 6 and are a great tool to set some goals for our younger pupils and then class teachers can note feedback throughout the school day. Pupils take the book home so it can be shared with their parents. Whilst this often happens after a moment of poor behaviour, the behaviour book is also a great way for teachers to note and show pupils all the fantastic things they do when in school.

Academic Support is used for pupils in Years 10 and above. It is used when pupils fail to meet deadlines or are not managing their school workload. This will result in a lunchtime or after school session with a member of staff who will support and help with a view to improving their situation.

Detention is used for pupils from Year 7 - 13. It is 25 minutes long and runs during lunchtime on three days of the week. They are awarded for a number of different reasons but often as a consequence of persistent low level errors of judgement, such as forgetting class materials or not completing homework. They are also given for more serious errors of judgement such as bullying or rudeness to staff. Parents will be informed if their son/daughter is placed into detention.

Period of Reflection, where possible/appropriate, pupils are given a period of reflection rather than a Suspension. For Day pupils this should be taken at home; for boarding pupils this will be undertaken within the boarding house and a pupil will lose privileges such as ‘time in town’.

Boarding House Gating is used when a boarding pupil breaches the house or school rules and is asked to remain on campus for a set number of days. During this time they may attend school lessons and activities but are not permitted off campus for anything else.

Monitor Cards are used predominantly in Years 7 - 13 and are similar to a Behaviour Booklet. There are two colours:

White Monitor Card - These are given to a pupil each day by their tutor and should be returned to the tutor for discussion the next day in tutor time. Parents are not informed of this by the school and pupils are encouraged to take ownership and learn from past mistakes.

Blue Monitor Card - In principle the same as the White card but key differences are that the pupil will collect and return the card via their Head of Year and parents will be informed and asked to sign the card each evening.

In Years 10, 11, Pre-IB, 12 and 13 Detentions and Monitor Cards combine to form the Consequences Ladder noted below:

First Detention – Tutor and parent informed, pupil spoken to.

Second Detention – Tutor and parent informed, if appropriate, pupil will be placed on White Monitor.

Third Detention – Head of Year to contact parents. If appropriate, pupil will be placed on Blue Monitor.

Fourth Detention – Head of Year to contact parents, suspension will follow if there are any further detentions.

Fifth Detention – Pupil suspended.

Please note that the tally is reset at the beginning of each term.

When are White and Blue Monitor cards deemed appropriate?

- Classroom-based concerns resulting in a detention e.g. arriving late to class or being unprepared.
- Classroom-based behaviour concerns e.g. failure to follow instructions, poor language, truancy.

Suspension

For major and significant offences you will be asked to stay off school for a period of time decided by one of the Deputy Heads or the Head.

The following applies when a pupil is suspended:

During the period of suspension, a suspended day pupil returns entirely to the care of their parents. In the case of a boarder, the pupil must either

- i. Return home to the care of parents

- ii. Reside with their UK guardian to be cared for there
- iii. Or, if the parent and/or guardian is unwilling or unable to look after the pupil, the school will arrange for the pupil to stay with an emergency guardian. The fees for this will be placed on the boarder's school account.

Under no circumstances will we agree to the pupil staying in an environment where they are not supervised by a responsible adult, regardless of pupil age.

Only in extremis of travel restrictions or pupil ill health would the above arrangements for boarders not apply.

If the family of a suspended pupil refuses to adhere to the above, the pupil will cease to be a pupil at St Leonards with immediate effect.

Withdrawal

There are occasions when the Head may give parents the opportunity to withdraw their child rather than them being expelled. This offer is at the discretion of the Head.

Expulsion

The Head will instruct the pupil to leave the school.

Years 1 - 6 Consequence Schedule

Level	Level Descriptor	Examples (not exhaustive)	Consequences	Actioned by	Who Informed	Appeal by Pupil/Parent
1	Low level non - Co-operation or Disruption	<ul style="list-style-type: none"> Uniform infringements poor manners lack of courtesy respect 	<ul style="list-style-type: none"> Verbal guidance School Community Action for breaktime 	School Day infringements dealt with by teaching staff / Head of Year	<ul style="list-style-type: none"> Class teacher 	Head of Year
2	Frequent disruption or one-off significant non-physical disruption	<ul style="list-style-type: none"> Extreme rudeness to fellow pupils Aggressive behaviour to a fellow pupil Rudeness to a member of staff, or another adult on school premises 	<ul style="list-style-type: none"> Behaviour booklet Communication with parents Restorative conversation School Community Action Reflection Time Loss of Activities Loss of school representation opportunities - e.g. not available for matches Request home support Meet to devise goals to improve behaviour 	Class teacher / HoY / Senior Teacher	<ul style="list-style-type: none"> Class teacher HoY Parents 	HoY / Deputy Head
3.1	Serious disruption or behaviour First/Second offence -	<ul style="list-style-type: none"> Bullying Misuse ICT Physical misconduct to another pupil (punching, kicking, repeated/aggressive pushing) Absconding from class 	<ul style="list-style-type: none"> Telephone conversation with parents/guardians Meeting with HoY Restorative conversation Period of reflection at home for a half a day Support measures put in place and progress monitored 	HoY / Senior Teacher	<ul style="list-style-type: none"> Class teacher HoY Parent Deputy Heads 	HoY/ Deputy Heads
3.2	Serious disruption or behaviour Persistent offences -	<ul style="list-style-type: none"> Bullying Misuse ICT Physical misconduct to another pupil Absconding from class 	<ul style="list-style-type: none"> Period of reflection for a full day Meeting with parents and HoY / Senior Teacher Support measures put in place and progress monitored 	HoY / Senior Teacher	<ul style="list-style-type: none"> Class teacher HoY Parent Deputy Heads 	HoY/ Deputy Heads
4	Gross Misconduct	Lack of improvement following persistent 'Serious disruption or behaviour' moments. Or, a standalone incident which is a significant breach of school rules and values	<ul style="list-style-type: none"> Parents attend a meeting with HoY, Deputy Head and if deemed appropriate, the Head. Final warning given Long Period of Reflection from school (over a week). Asked to find another school Expelled 	HoY / Deputy Head / Head	<ul style="list-style-type: none"> Class teacher HoY Parent Deputy Heads Head 	Deputy Head / Head / Chair of Council

Years 7 - 13 Consequences Schedule

Level	Level Descriptor	Examples (not exhaustive)	Consequences	Actioned by	Who Informed	Appeal by Pupil/Parent
1.1	Low level non - co-operation	<ul style="list-style-type: none"> Late to tutor/ class Dress code infringement Noise/litter/food nuisance Ignoring simple requests/instructions from any adult Work / Prep not properly done or not on time Lack of respect Lack of preparedness 	<ul style="list-style-type: none"> Immediate verbal guidance Temporary confiscation of property Departmental / House sanction or detention 	School Day infringements dealt with by teaching staff / Head of Department / Tutor / Head of Year	<ul style="list-style-type: none"> Tutor Head of Department 	Head of Department / Tutor / Head of Year/ Curriculum Co-ordinator
1.2	Repeat / persistent low level non co-operation	<ul style="list-style-type: none"> Repeat low level non-co-operation. Off site without permission 	<ul style="list-style-type: none"> As above and Lunchtime Detention / multiple detentions (only after a clear verbal warning) Parents advised 	Repeat offence dealt with by teaching staff and/or Head of Department	<ul style="list-style-type: none"> Parents Tutor HoD Head of Year Curriculum Coordinator HsM 	Head of Year/ Curriculum Co-ordinator
2a	Error of Judgement (Pastoral)	<ul style="list-style-type: none"> Beyond persistent low level non-cooperation First offence bringing school into disrepute 'Breach of the Peace' Inappropriate personal behaviour Vandalism/damage to property Having vaping equipment in boarding house (first offence) 	<ul style="list-style-type: none"> Formal verbal warning [recorded on Engage] Contact parents expressing concern Loss of boarding privileges –gated for a number of days / weekends Exclusion from class Period of reflection 	Housemaster Housemistress Head of Year DP/CP Co-ordinator	<ul style="list-style-type: none"> Parents Tutor HoD Head of Year Curriculum Coordinator HsM Deputy Head 	Deputy Head
2b	Error of Judgement (Academic)	<ul style="list-style-type: none"> Beyond persistent low level non-cooperation Missing class without permission – on-site Persistent missing of deadlines / classwork / prep not done 	<ul style="list-style-type: none"> School detention Formal verbal warning [recorded on file] Contact parents expressing concern Monitor Card 	Academic School Day infringements dealt with by Head of Year DP/CP Co-ordinator	<ul style="list-style-type: none"> Parents Tutor HoD Head of Year Curriculum Coordinator HsM Deputy Head 	Deputy Head

3a	Misconduct (Pastoral)	<ul style="list-style-type: none"> Persistent errors of judgement 2nd offence bringing school into disrepute Deliberate damage of property. Out of bounds - whilst visiting other houses Assault/fighting Alcohol offences Sexual misconduct Petty pilfering Use/possession of illegal substances & other behaviour altering substances. Smoking in school or breach of fire safety Smoking in uniform or on school trip A standalone incident which is a significant breach of school rules and values 	<ul style="list-style-type: none"> Written warning Removal of leadership roles Period of reflection Suspended from school for up to a week Lengthy loss of house privileges / lengthy period of gating Final written warning Referred to police/criminal justice system 	Deputy Head Parents likely to need warning that suspension is a possibility: Action Head of Year	<ul style="list-style-type: none"> Parents Tutor Head of Year Curriculum Coordinator HsM Deputy Head Head 	Head
3b	Misconduct (Academic)	<ul style="list-style-type: none"> Persistent errors of judgement Missing class and off site without permission Not following internal examination instructions 	<ul style="list-style-type: none"> Written warning Suspended from school for up to a week 	Deputy Head Parents likely to need warning that suspension is a possibility: Action Head of Year / DP/CP Coordinator	<ul style="list-style-type: none"> Parents Tutor HoD Head of Year Curriculum Coordinator HsM Deputy Head Head 	Head
4a	Gross Misconduct (Pastoral)	<ul style="list-style-type: none"> Persistent misconduct Persistent bringing school into disrepute Serious assault/assault on staff. Illegal Substance use/possession (class A & B) Selling or supplying illegal substances Serious sexual misconduct/intercourse whilst on school property/excursion Theft from other students/boarders Or, a standalone incident which is a significant breach of school rules and values 	<ul style="list-style-type: none"> Final written warning Long suspension from school Asked to withdraw from boarding permanently Asked to leave the school Expelled Referred to police/criminal justice system 	Head Parents likely to need warning that suspension or expulsion is a possibility: Action Head of Year	<ul style="list-style-type: none"> Parents Tutor Head of Year Curriculum Coordinator HsM Deputy Head Head 	Chair of Governors

4b	Gross Misconduct (Academic)	<ul style="list-style-type: none"> • Persistent misconduct • Plagiarism • Cheating in examinations • Not following external examination instructions 	<ul style="list-style-type: none"> • Final written warning • Long suspension from school [more than a week] • Asked to leave the school • Expelled 	<p>Headmaster</p> <p>Parents likely to need warning that suspension or expulsion is a possibility</p>	<ul style="list-style-type: none"> • Parents • Tutor • HoD • Head of Year • Curriculum Coordinator • HsM • Deputy Head • Head 	Chair of Governors
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Positive Relationships at St Leonards (Anti-Bullying)

St Leonards emphasises a caring community with everyone sharing the responsibility to care for each other.

Everyone has a right to learn, and to live, in an atmosphere that is free from victimisation and fear. All members of the community must play their part in creating this secure environment.

We recognise that bullying can occur, and in many cases it happens in a subtle way. This policy has been created utilising the “Respect Me” framework and approach; developed by Anti-Bullying Scotland. respectme.org.uk

Bullying behaviour is wrong and the situation will be appropriately dealt with as detailed in this policy.

1. We aim

- to maintain and develop a secure and welcoming school community where effective learning can take place;
- to clearly raise awareness in the School community of the nature and effect of bullying behaviour, and to reinforce a clear understanding of right and wrong.
- to promote a shared responsibility to care for each other, where the well-being of students is paramount.
- to ensure that pupils and parents know that the School will take positive action;
- to give each student self-discipline and a sense of responsibility – thus helping us all to work together as a community;
- to respect each student’s individuality and value;
- to create an environment where there are positive attitudes and relationships and a good working atmosphere, through tolerance, co-operation, courtesy and consideration;

Our overall aim is a successful outcome and the prevention of further bullying.

2. What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their sense of 'agency'. Any form of bullying is unacceptable, as it undermines our aim of creating and sustaining a happy environment.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Some common features which often appear in bullying are.

- It is deliberate, or thoughtless, hurtful or unkind behaviour
- It can be aggressive and violent, it can be subtle and pernicious.
- It is persistent
- It is difficult for those being bullied to defend themselves

The school is aware of and takes very seriously any cyber-bullying involving the misuse of mobile phones / internet and will take appropriate action if such behaviour is observed or reported.

3. Anyone can bully

- We are always responsible for our own actions; we all have the potential to be a bully.
- There is no justification for bullying: it is up to a student/pupil to treat others with respect.
- No-one should expect to get away with aggressive behaviour!

If a student/pupil feels unhappy about anything, we need her/him to ask for help and we can then support as is needed. We shall also act on corroborated third-party observations.

4. Education

The topic of 'Bullying' appears regularly in Ad Vitam and PSHE programmes. It is also discussed at weekly leadership meetings, House Meetings and by Tutors in Tutor Group meetings. Assemblies are used as an opportunity for the Head and Heads of Year to raise issues about friendships, unkind actions and unacceptable behaviour between students/pupils.

5. Procedure for students/pupils

There are people who can help you with any problem you encounter.

A student/pupil who is being bullied, or knows of another student/pupil who is being bullied should speak up without delay.

A student/pupil should tell his/her Tutor, Head of Year, Housemaster/mistress or anyone else they feel they can approach and trust.

A counsellor can be sourced if a pupil would prefer to speak with someone "outside" of school.

What parents can do

If you are concerned about your son or daughter you should talk in confidence to your child's Head of Year or Housemaster / mistress.

It is the responsibility of every member of our community to look after each other. Every complaint of bullying will be taken seriously.

- Members of staff will deal with the complaint correctly and effectively in accordance with the training they have received and the age and stage of the children involved
- There is a solution to nearly every problem of bullying
- A student/pupil who complains will receive support and advice and in many cases the problem can be dealt with on a "no-names" basis.
- The primary aim will be for the bullying behaviour to cease, not the punishment of an individual or groups, unless necessary.
- Where possible, the views of the individual being subjected to bullying behaviours will be taken into account in the schools response.
- Where action has been taken to speak with a pupil regarding bullying behaviour, parents will be informed.

6 Vigilance and Staff Awareness

Members of staff are vigilant at all times.

Appropriate staff are made aware of all aspects of care to ensure that they have the necessary professional skills especially awareness of the risk and indications of child abuse and bullying and how to deal with cases.

7 Procedures for Staff if bullying is reported to them or observed by them

All reported or observed incidents of bullying behaviour or alleged bullying behaviour should be logged on our school management information system, Engage, and brought to the attention of the appropriate Year-Head / Housemaster / mistress who will always inform the Deputy Head (wellbeing) and put in motion the steps outlined below.

As quickly as possible, the following procedure will **normally** take place:

- The complainant's Tutor, Head of Year or Housemaster/mistress, will see the complainant and any witnesses to gather as much perspective as possible.
- They will determine the nature of the incident.
- They will decide the way forward, in conjunction with the Deputy Head (wellbeing) if needed, and determine how serious the case is. In serious cases, they will also decide who may need to be informed / contacted. At this stage other agencies may have to be involved such as the Police or the Social Work Department.

Gathering Perspective -

1. Tutor, Head of Year, and Housemaster/mistress, if appropriate, will try to establish the facts. In any conversation regarding bullying, notes will be taken by the staff members and a second staff member will be in attendance to support the pupil. Where appropriate, we will ask for written statements from the students involved, together with details of any witnesses.

Facts required will be:

- What has happened
 - Who was involved
 - Who saw what happened
 - How often has this happened
 - Where it happened
 - Any action which has been taken already
 - In the case of cyberbullying aspects of the school's ICT Acceptable Use Policy may be invoked to secure relevant information.
2. Once the facts have been gathered, the relevant staff will speak with the Deputy Head (wellbeing) or the Senior Deputy Head and decide if any school consequences are required, specifically; detentions, periods of reflection or suspensions from school.
 3. Where possible, they will contact families of all parties spoken to on the day of the discussions.
 4. Where appropriate, a restorative conversation will take place, led by either a tutor, Head of Year and/or Housemaster/mistress to attempt to resolve the problem in a group situation. The Deputy Head (wellbeing) may join this too.

5. If the bullying behaviour persists the Deputy Head (wellbeing) or Senior Deputy Head, who will have been kept informed at all stages, will talk with the students involved. Should this not resolve the matter, pupils may face expulsion.
6. Tutors, Heads of Year and Housemaster/mistresses may also be asked to contact parents so that the situation can be carefully monitored. The Head will be kept informed and may intervene if he considers this to be necessary.
7. The victim of bullying behaviour needs support and strategies to help challenge the behaviour without using threats and violence. The Ad Vitam leaders (in most instances this is the Heads of Year) play a large role in this, tailoring the programme to specific areas of need in a year group.
8. The perpetrator of the bullying behaviour also needs support to help curb the bullying behaviour. Tutors, Heads of Year, Housemaster/mistresses have an important part to play in supporting a student who is bullying others. The student may be unaware of the effect of his/her actions or may be experiencing difficulties which may manifest themselves in aggressive behaviour. Corrective / restorative measures can be talked through with an individual.
9. In the case of cyber-bullying the relevant aspects of the School's ICT Acceptable Use Policy may be invoked.

Positive behaviour can often be encouraged with a word of warning and /or discussion. In serious and / or persistent cases, a short period of suspension may be appropriate and in extreme cases the parents may be asked to remove their child from the school.

Our aim is a successful outcome and the prevention of further bullying

8. Meetings

Bullying behaviour is regularly discussed in meetings between

- Members of the Senior Management Team
- Senior Management and senior pupils
- Pastoral Staff Meetings
- Heads of Year
- Tutors and students in their tutor groups

The result of these meetings is the feed-back of information about friendship patterns, particular incidents, any student who seems to be isolated, any growing power-base and any known conflict between a member of staff and a student, or between students.

9. Record Keeping

Tutors, Heads of Year, Housemaster/mistresses and Deputy Head (wellbeing) maintain records of the welfare and development of individual students.

10. Monitoring. Every report of bullying will be logged.

11. Monitoring the Policy: practice and review

We recognise that each student and each situation will differ. We reserve the right, therefore, to alter our practice to suit each individual case. The Policy on Bullying will be monitored and reviewed by the Senior Management Team at appropriate intervals.