



The Scots College

Sydney Australia

Student Discipline Policy

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the College to have policies relating to the discipline of students attending the College that is based on principles of procedural fairness and that do not permit corporal punishment of students.

Our Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

The Student Discipline Policy sets the framework through which The Scots College manages student discipline.

Prohibition of Corporal Punishment

- It is our policy that we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

Strategies to Promote Good Discipline

The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behavioural expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider College community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.





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The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;
- know the allegations that have been made, and to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate punishment).

The Scots College is committed to ensuring procedural fairness when disciplining a student.

Student Discipline Procedures

The Rules and the Expected Standard of Behaviour

Students are expected to abide by the rules of the College, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- *A Fine Scots Boy! The Positive Behavioural Plan* (Preparatory School)
- Student Code of Conduct
- Bullying Prevention and Intervention Policy
- Student Use of Illicit Drugs Policy
- Uniform Policy

Consequences

There are a range of consequences that students will face if they breach school rules or are disobedient.

These include:

- warnings or reprimands (verbal and written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from College activities
- lunchtime detentions
- after school detentions
- Saturday detentions
- suspension, internal and external
- exclusion
- expulsion.





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Individual Behaviour Management Plan

Where the level of misbehaviour is in breach of the College's Code of Conduct, individual behaviour management plans may be made. Plans will be negotiated between College staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

Senior School

The Consequences System

Students are taught to recognise that our actions will have consequences and that we must accept the consequences of our actions. Ultimately the College aims to encourage a strong sense of self-discipline in every student. Parents and guardians are partners with the College in the process of developing self-discipline in students.

The system is based upon the following principles:

- Discipline must start at an early age. This foundation training is largely the responsibility of parents.
- Discipline is a learning process. Effective discipline is learned and must be taught until correct behaviour patterns become a personal choice, ie. self-discipline is achieved.
- Discipline should operate within defined boundaries that promote security and confidence.
- Discipline should derive from respect and a clear sense of right and wrong.
- Disciplinary consequences will be specific, fair, and reasonable.
- Discipline should focus on the behaviour, not the person. It should not damage communication but indicate that wrong behaviour and not that the person is rejected.
- Effective discipline training includes affirmation and positive reinforcement.

Responsibility is devolved from the Principal to the Head of Senior Years, the Senior Master, the Head of Students (7-12), Housemasters, Staff and Prefects.





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Principal and Head of Senior School

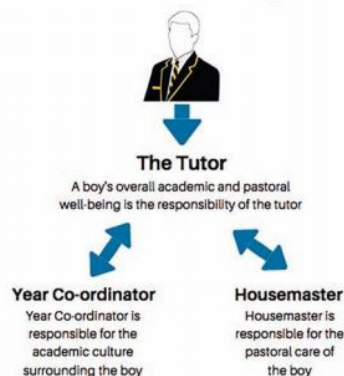
The overall responsibility for the standards and systems of discipline in the College rests with the Principal and through him the Head of Senior Years. Particularly serious offences should be referred directly to the Head of Senior Years, who will work closely with the Head of Students and Senior Master and will involve/inform Tutors or Housemasters (as appropriate). Decisions regarding suspension from the College may only be made by the Principal and Head of Senior Years. Matters of day-to-day discipline and the monitoring of students' behaviour and attendance are the responsibility of the Head of Students (7-12) and Senior Master, who act to coordinate information and action concerning the management and discipline of the student body.

Tutor Program

Tutors

The tutor has a significant role in student welfare and therefore needs to be aware of matters involving student discipline. The tutor has the role of overseeing the growth and development of each student in his/her tutor group and therefore needs to be aware of incidences of both good and poor behaviour.

Who cares for my son?



Housemasters

Each student is allocated to a House in the Senior School. The Housemaster has oversight of the pastoral care and wellbeing of the student. The Housemaster is responsible for encouraging the student's participation in and sense of belonging to the College community.

Year Coordinators

The Year Coordinator team is responsible for the academic culture in each year group. They work with the Head of Students (7-12) to maintain high academic expectations, tracking of progress and encourage positive study habits.





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The Discipline Process

While classroom management is the responsibility of every teacher, the Head of Students (7-12) and Senior Master work to play a key role in disciplinary matters outside the classroom. All staff are responsible for maintaining high standards of presentation, punctuality and manners both on and off the campus. The Prefects assist the staff in this role.

In most cases, the discipline process will follow a series of steps, as outlined below. However, teachers will refer disciplinary matters to the Senior Master and Head of Students (7-12) as appropriate.

1. Involving the teacher

Day-to-day classroom management is the responsibility of the teacher.

2. Involving the tutor

When a student's behaviour is becoming of increasing concern, a teacher may communicate with the tutor or Housemaster who may speak with the student directly, survey other teachers' experiences, and/or communicate with the student's parents/guardian.

3. Involving the Housemaster and parents

If the student is not responding, then the following action(s) may be taken:

- parents or carers are asked to attend the College for an interview
- further counselling is arranged
- a Monitor Card is issued (in order to gather daily feedback on progress)
- a letter is sent to the parent/guardian by the Housemaster outlining:
 - the details of the student's behaviour and the actions taken
 - how the student must behave, if he is to rectify the situation
 - the potential consequences of further poor behaviour.

At the end of a three or four week period at the third step, the situation is reviewed by the Housemaster and one of the following occurs:

- The student is taken off the Monitor Card and gives an undertaking to continue to conform to the standards of behaviour required by the College; or
- The monitoring period (using the Monitor Card) is extended; or
- The student is considered to be not responding and is referred on to a three-stage discipline process.

Detentions

Detentions are a means of demonstrating to boys a consequence for inappropriate behaviour.





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Depending on the severity of the incidents, students may receive one of the following detentions:

- Years 7 to 10 weekday detentions: 3:05pm to 4:15pm on Tuesday and Wednesday
- Stage meetings, Academic, sports and co-curricular detentions: 3:05pm to 4:30pm on Friday.

As far as possible, all students are informed of their detention at the point of the offence. All detentions are advised directly via personal email with a reminder emailed to the boy on the day.

Three Stage Discipline Process – Serious Breaches

There are three stages of discipline for serious breaches of behaviour at The Scots College. They are administered by the Head of Senior Years with advice from the Senior Master, Head of Students (7-12), Housemasters and tutors. Boys on the stages for serious breaches of behaviour are given help and encouragement to improve and their progress is monitored closely. A regular review is designed to ascertain whether a boy has progressed to a point where he may be brought back a stage or removed completely from the process. This monitoring and help have assisted boys to improve to a point where they can enjoy and contribute positively to life at the College.

Stage One

Issued where a serious error of judgement has occurred, often in haste and/ or influenced by others, and there is a genuine desire to make amends and improve. The Housemaster will write a warning letter to parents and issue an appropriate punishment.

Stage Two

A second serious infringement, or one that is severe enough to warrant this. It may be applied if there is no genuine effort to improve from a student at Stage One. The Head of Students (7-12) will write a warning letter to parents and apply an appropriate punishment.

Stage Three

For repeated misbehaviour of students at earlier stages or gross misbehaviour. The Head of Senior Years will write a warning letter to parents that reminds the boy that he is near the end of the help that the College can offer, given the needs of others in the School community and that there is no further stage escalation.

If by the end of a period of time, the indications are that the student is not responding, then the Head of Senior Years may recommend to the Principal that he asks the parents or carers to remove the student from the College or face formal expulsion.





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At any time, the Principal has the right to suspend a student or recommend that he leave the College without the necessity of moving through the stages as outlined. Additionally, the stages do not necessarily have to be followed sequentially or start at Stage One. The right to suspend a student may be delegated to the Head of Senior Years.

Senior School – Glengarry

- Refer to overarching alignment with Senior School Behaviour Management procedure.
- Consultation with the Head of Senior Years and Head of Students
- Note Key Drivers: Expedient, responses related to the behaviour, including restorative, teaching and discipline elements.
- Focus on procedures.

Preparatory Schools – Brighton and Bellevue Hill

A Fine Scots Boy! The Positive Behavioural Plan

Introduction

Central to The Scots College Preparatory School's welfare and pastoral care policies is *A Fine Scots Boy! The Positive Behavioural Plan* ('the Plan'). The Plan reflects the day-to-day practice at the College and provides clarification for students, parents and carers, and guidance for staff. The Plan is designed to complement the College's aims and encourage students to be caring, responsible, cooperative and motivated.

The College is committed to the objectives of fostering independence in learning, along with sensible, responsible and respectful behaviour in its students. It aims to provide meaningful opportunities and worthwhile challenges for their development as persons.

A Fine Scots Boy! The Positive Behavioural Plan is designed to promote growth of student self-responsibility in an environment that is safe, efficient in organisation and operation, encouraging and enjoyable.

The Plan focuses primarily on the affirmation of positive learning behaviours, attitudes and efforts but also encompasses a clearly structured and procedurally fair system of consequences that is used when students do not meet the requirements of the Plan. Students know that if they do their best and make good choices, it will be to their own and the College's benefit. Similarly, if students decide to break school rules, or be uncooperative, they will then be dealt with firmly.

A Fine Scots Boy! The Positive Behavioural Plan is framed within a House Pastoral Care program designed to support and nurture individual student development towards the exercise of wisdom, compassion and tolerance.





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The Plan has a number of components including a fine Scots boy’s responsibilities, attitudes and values, House point system, framework for responses to student behaviour, monitoring behaviour, training and promotion of positive behaviour and a Bullying Policy.

Responsibilities, Attitudes and Values

On each campus of Scots Rose Bay, Early Learning Centre, Junior Prep (Years 2-4) and Senior Prep (Years 5 and 6), ‘A Fine Scots Boy’ posters are prominently displayed in every learning area. These provide explicit words that show ways in which boys can demonstrate the admirable responsibilities, attitudes and values of a fine Scots boy.

The responsibilities, attitudes and values are depicted in the outline of the College’s much beloved symbol, The Lion Rampant. The heart of the lion depicts Faith and Tradition, and the back legs depict campus values; the mind of the lion depicts The Quest for Excellence; and the front legs depict Leadership Through Teams.

Responsibilities, Attitudes and Values	Faith and Tradition	Campus-specific Values	Quest for Excellence	Leadership Through Teams
Terminology	<ul style="list-style-type: none"> ● Trust ● Honour ● Loyalty ● Commitment 	<ul style="list-style-type: none"> ● ELC <ul style="list-style-type: none"> - Kindness - Respect - Courage - Resilience ● Junior Prep <ul style="list-style-type: none"> - Kindness - Respect - Courage - Resilience ● Senior Prep <ul style="list-style-type: none"> - Integrity - Empathy - Resilience - Passion 	<ul style="list-style-type: none"> ● Adventure ● Curiosity ● Creativity ● Personal Growth 	<ul style="list-style-type: none"> ● Compassion ● Humour ● Service ● Community
Part of the Lion	Heart	Back legs	Mind	Front legs





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On each campus, emphasis is given to particular responsibilities, attitudes and values according to age-appropriate expectations. Teachers, both specialist and class, constantly refer to and encourage these positive attitudes, behaviours and values. In this way, boys gain a growing understanding of their responsibilities within a community.

While teachers may explore all the words that depict a fine Scots boy, the following breakdown is provided via internal posters on campus:

Scots Rose Bay and Early Learning Centre	Junior Prep	Senior Prep
College values <ul style="list-style-type: none"> ○ The Quest for Excellence: Adventure, Curiosity, Creativity, Personal Growth ○ Our Faith and Tradition: Truth, Honour, Loyalty, Commitment ○ Leadership Through Teams: Compassion, Humour, Service, Community 		
Campus specific values: <ul style="list-style-type: none"> ○ Kindness ○ Respect ○ Courage ○ Resilience 	Campus specific values: <ul style="list-style-type: none"> ○ Kindness ○ Respect ○ Courage ○ Resilience 	Campus specific values: <ul style="list-style-type: none"> ○ Integrity ○ Empathy ○ Resilience ○ Passion

House System

Boys from Kindergarten to Year 6 are members of houses and participate in various sporting, social and competitive experiences as well as classroom experiences. This provides many opportunities for cross grade and campus interaction.

House Captains

There are four House Captains elected per house: two Senior House Captains from Year 6 and two Junior Captains from Year 4. House Captains lead Assemblies at the Junior Prep and Senior Prep campuses, and encourage House spirit and achievement across all grades of the Preparatory School.

House Meetings

Throughout the course of the year, boys participate in a series of House meetings to promote House spirit and peer support opportunities.

House Points

House points are awarded in recognition of appropriate and desirable behaviours, attitudes and values, as well as to encourage a strong work ethic.





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House points for each class are compiled at the end of each week and forwarded to the Coordinator of House Points on each campus. These will then be compiled and announced at each campus' Assembly. Adjusted totals are displayed each week on the House boards which are located at each campus: ELC, Junior and Senior Prep.

House points (cards) are given to students demonstrating positive behaviour, attitudes and values. No more than three House points can be given at any one time with distribution being:

- three House points: for excellent/exceptional work or effort (high quality homework, assignment, exceptional citizenship, etc.)
- two House points: for very good work (for very good effort, homework, correct and neat work, helping another boy, etc.)
- one House point: for good effort and work (for general good work, manners, lining up well, completing good quality work, picking up papers, etc.).

It should be noted that House points cannot be taken away after being awarded.

House Uniforms

At certain times, boys will be required to wear their House uniform, which consists of a House coloured polo shirt, PE shorts or tracksuit pants. This encourages House spirit and includes such days as Peer Support days and House Competition days.

Framework for Responses to Student Behaviour

A framework of responses to student behaviour provides a clearly levelled system of consequences (positive and negative) for student behaviour as outlined in the table below.

Levels of Positive Examples, Consequences and Management

At the heart of *A Fine Scots Boy! The Positive Behavioural Plan* is the positive reinforcement scheme of levelled rewards for encouraging good work, effort, attitudes, behaviours and values. These are outlined in the table below.

Level	Scots Rose Bay/ELC	Junior Prep (Years 2-4)	Senior Prep (Years 5 and 6)
1	Rewards <ul style="list-style-type: none"> ● Stamps and stickers. ● House points: fine Scots boy 1, 2, 3 (for effort). ● Fine Scots boy stickers (ELC). ● Individual class-based rewards. ● Public and private praise. ● Communication to parents and carers (verbal, email). 	Rewards <ul style="list-style-type: none"> ● Stamps and stickers. ● House points: fine Scots boy 1, 2, 3 (for effort). ● Fine Scots boy stickers (Years 2-6). ● Individual class-based rewards. ● Public and private praise. ● Communication to parents and carers (verbal, diary, email). 	Rewards <ul style="list-style-type: none"> ● Stamps and stickers. ● House points: fine Scots boy 1, 2, 3 (for effort). ● Fine Scots boy stickers (Years 2-6). ● Individual class-based rewards. ● Public and private praise. ● Communication to parents and carers (verbal, diary, email).





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	<p>Examples</p> <ul style="list-style-type: none"> ● Displaying fine Scots boy character attributes. ● On-task behaviour/learning with classroom activities. ● Helpful behaviour. ● Showing increasing responsibility and organisational skills. ● Positive social interactions. ● Following instructions independently. ● Taking risks with learning. ● Demonstrating resilience and perseverance with learning. ● Solving problems appropriately. 	<p>Examples</p> <ul style="list-style-type: none"> ● Displaying fine Scots boy character attributes. ● On-task behaviour/learning with classroom activities. ● Good behaviour in Chapel/Assembly/class. ● Cleaning the playground. ● Improved effort and work. ● Good manners. ● Inclusive and respectful behaviour. ● Moving appropriately around the School. ● Meeting expectations/slightly exceeding one-off instances. ● Great sportsmanship. ● Assisting others. ● Striving for personal best. 	<p>Examples</p> <ul style="list-style-type: none"> ● Displaying fine Scots boy character attributes. ● On-task behaviour/learning with classroom activities. ● Good behaviour in Chapel/Assembly/class. ● Cleaning the playground. ● Improved effort and work. ● Good manners. ● Inclusive and respectful behaviour. ● Moving appropriately around the School. ● Meeting expectations/slightly exceeding one-off instances. ● Great sportsmanship. ● Assisting others. ● Striving for personal best.
2	<p>Rewards</p> <ul style="list-style-type: none"> ● Merit Certificates given weekly by teachers in Assembly. ● Specialist Merit Certificates. ● Lion's Pride Reading Challenge. ● Distinguished external awards (Art Competition). ● Communication to parents and carers for exceptional effort/achievement/improvement (verbal, email). ● End of term – Fine Scots Class. ● End of term – winning House. <p>Certificates</p> <ul style="list-style-type: none"> ● Being a confident worker. ● Being happy and friendly. ● Great progress. ● Showing enthusiasm. ● Creativity. ● Excellent thinking and reasoning skills. ● Enthusiasm and effort. ● Kindness and thoughtfulness. ● Concern for others. ● Classroom helper. ● Cooperative class member. ● Reliable. ● Striving for personal best. ● Neat and quality work. 	<p>Rewards</p> <ul style="list-style-type: none"> ● Merit Certificates given weekly by teachers in Assembly. ● Specialist Merit Certificates. ● Lion's Pride Reading Challenge. ● Distinguished external awards (International Competitions and Assessments for Schools (ICAS), Trinity College London, Art Competition). ● Communication to parents and carers for exceptional effort/achievement/improvement (verbal, email). ● End of term – Fine Scots Class. ● End of term – winning House. <p>Certificates</p> <ul style="list-style-type: none"> ● Being a confident worker. ● Being happy and friendly. ● Great progress. ● Showing enthusiasm. ● Creativity. ● Excellent thinking and reasoning skills. ● Enthusiasm and effort. ● Kindness and thoughtfulness. ● Concern for others. ● Classroom helper. ● Cooperative class member. 	<p>Rewards</p> <ul style="list-style-type: none"> ● Merit Certificates given weekly by teachers in Assembly. ● Specialist Merit Certificates. ● Lion's Pride Reading Challenge. ● Distinguished external awards (ICAS, Trinity College London, Art Competition). ● Communication to parents and carers for exceptional effort/achievement/improvement (verbal, email). ● End of term – Fine Scots Class. ● End of term – winning House. <p>Certificates</p> <ul style="list-style-type: none"> ● Being a confident worker. ● Being happy and friendly. ● Great progress. ● Showing enthusiasm. ● Creativity. ● Excellent thinking and reasoning skills. ● Enthusiasm and effort. ● Kindness and thoughtfulness. ● Concern for others. ● Classroom helper. ● Cooperative class member. ● Striving for personal best.





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	<ul style="list-style-type: none"> Always having a positive attitude. Taking pride in their work. Being organised. Showing initiative. 	<ul style="list-style-type: none"> Reliable. Striving for personal best. Neat and quality work. Always having a positive attitude. Taking pride in their work. Being organised. Showing initiative. 	<ul style="list-style-type: none"> Neat and quality work. Always having a positive attitude. Taking pride in their work. Being organised. Showing initiative.
3	<p>Rewards</p> <ul style="list-style-type: none"> Coordinator Award (two per year group each term). Lion Certificates: five Merits = Lion Certificate. Speech Night awards. <p>Examples</p> <ul style="list-style-type: none"> Accumulation of Merit Certificates. Repeated and outstanding examples of Level 2. Consistently outstanding effort, improvement and/or achievement (determined by year group). 	<p>Rewards</p> <ul style="list-style-type: none"> Coordinator Award (two per year group each term). Lions Certificates: five Merits = Lion Certificate. Thistle Badges: Bronze. Sport and Co-Curricular Activities Ceremony (mainly Years 3-6). Speech Night awards. Lion Badge. <p>Examples</p> <ul style="list-style-type: none"> Accumulation of Merit Certificates. Repeated and outstanding examples of Level 2. Consistently outstanding effort, improvement and/or achievement (determined by year group). 	<p>Rewards</p> <ul style="list-style-type: none"> Coordinator Award (three per year group each term). Lion Certificates: five Merits = Lion Certificate. Thistle Badges: Silver and Gold. Sport and Co-Curricular Activities Ceremony. Speech Night awards. Lion Badge. Ceannard Badge <p>Examples</p> <ul style="list-style-type: none"> Accumulation of Merit Certificates. Accumulation of Lion Certificates. Repeated and outstanding examples of Level 2. Consistently outstanding effort, improvement and/or achievement (determined by year group).

Levels of Negative Examples, Consequences and Management

On occasion, a boy's behaviour may require correction. A levelled discipline program is in place to remind boys of their responsibilities. As with rewards, the sanctions/behaviour checks can be given to any individual student by any teacher. The role and ownership of the teacher responsible for the children, either as their teacher or as the person on duty, is crucial to the success of any student management system. A referral for School Counsellor intervention may be made across the levels, particularly from Level 4 onwards. However, School Counsellor intervention will only occur with parent/carer permission.

Level	Scots Rose Bay/ELC	Junior Prep (Years 2-4)	Senior Prep (Years 5 and 6)
1	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Not following playground and classroom expectations, including failure to complete learning activities. Disrespectful or disruptive behaviours. Inappropriate language 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Not following playground and classroom expectations, including failure to complete learning activities which include home learning. Inappropriate language. Disrespectful behaviour. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Not following playground and classroom expectations, including failure to complete learning activities which include home learning. Inappropriate language. Disrespectful behaviour.





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	<p>or rough physical interactions.</p> <ul style="list-style-type: none"> ● Dishonesty. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Discussion with boy and/or parent or carer. ● Email home. ● Thinking time in another location. ● Exclusion from play (2 to 5 minutes). 	<ul style="list-style-type: none"> ● Incorrect uniform at School/Sport. ● Not following instructions. ● Playing out of bounds, including in unsupervised classrooms. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Discussion with boy and/or parent or carer. ● Email/message in the diary. ● Behaviour checks. ● Exclusion from play (5 to 10 minutes). 	<ul style="list-style-type: none"> ● Incorrect uniform at School/Sport. ● Not following instructions. ● Playing out of bounds, including in unsupervised classrooms. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Discussion with boy and/or parent or carer. ● Email home/message in the diary. ● Behaviour checks. ● Exclusion from play (10 to 15 minutes).
2	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated Level 1 offences. ● Physical, emotional or social harm. ● Theft. ● Damage to property. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Timeout (planned timeout of play). ● Complete ELC reflection. ● Discussion with Coordinator. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated Level 1 offences. ● Inappropriate language with intent. ● Failure to attend Sport. ● Inappropriate use of IT. ● Dishonesty. ● Physical, emotional or social harm (verbal, physical, cyber). ● Damage to property. ● Dissent towards officials (referees, umpires). ● Theft. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Three behaviour checks in one term = Timeout (entered into Schoolbox/Synergetic). ● Timeout and reflection with teacher (entered into Schoolbox/Synergetic). 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated Level 1 offences. ● Using inappropriate language with intent. ● Failure to attend Sport. ● Inappropriate use of IT. ● Dishonesty. ● Physical, emotional or social harm (verbal, physical, cyber). ● Damage to property. ● Dissent towards officials (referees, umpires). ● Theft. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Three behaviour checks in one term = Timeout (entered into Schoolbox/Synergetic). ● Timeout and reflection with teacher (entered into Schoolbox/Synergetic).
3	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated or more significant Level 2 offences. ● Bullying (physical, verbal, emotional). ● Any significant physical, emotional or social harm. ● Significant damage to property. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> ● Parent and/or carer meeting. ● Behaviour Plan. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated or more significant Level 2 offences. ● Bullying (physical, verbal, emotional, cyber). ● Disrespectful or inconsiderate behaviour directed towards staff and/or other adults. ● Leaving school premises. ● Inappropriate computer use. ● Significant damage to property. ● Significant physical, emotional or social harm. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> ● Repeated or more significant Level 2 offences. ● Bullying (verbal, physical, emotional, cyber). ● Using inappropriate language with intent. ● Disrespectful behaviour directed towards staff and/or other adults. ● Leaving school premises. ● Inappropriate computer use. ● Significant damage to property.





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	<ul style="list-style-type: none"> Discussion with Coordinator/Head of Campus. 	<p>Consequences/Intervention</p> <ul style="list-style-type: none"> Afternoon detention (Head of Campus). Exclusion from College activities e.g. Sport, camp, excursions, etc. Parent and/or carer meeting. Behaviour Plan. Discussion with Coordinator/Head of Campus. 	<ul style="list-style-type: none"> Significant physical, emotional or social harm. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Afternoon detention (Head of Campus). Exclusion from College activities e.g. Sport, camp, excursions, etc. Parent and/or carer meeting. Behaviour Plan. Discussion with Coordinator/Head of Campus.
4	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 3 or more significant offences. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Campus Leader meeting. Sent home for severe incident. Behaviour Plan. Possible counselling. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 3 or more significant offences. Repeated afternoon detentions. Severe bullying behaviours after counselling. Bringing the College into disrepute. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Saturday detention. Sent home for severe incident. Behaviour Plan. Possible counselling. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 3 or more significant offences. Repeated afternoon detentions. Severe bullying behaviours after counselling. Bringing the College into disrepute. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Saturday detention. Sent home for severe incident. Behaviour Plan. Possible counselling.
5	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 4 or more significant offences. Inappropriate behaviour where both staff and boys' safety is in jeopardy. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Suspension (internal/external). Counselling. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 4 or more significant offences. Inappropriate behaviour where both staff and boys' safety is in jeopardy. <p>Consequences/Interventions</p> <ul style="list-style-type: none"> Suspension (internal/external). Counselling. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 4 behaviour or more significant offences. Inappropriate behaviour where both staff and boys' safety is in jeopardy. <p>Consequences/Intervention</p> <ul style="list-style-type: none"> Suspension (internal/external). Counselling.
6	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 5 or more significant offences. Seriously compromising the safety of The Scots College staff, students, parents or carers. 	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 5 or more significant offences. Seriously compromising the safety of The Scots College staff, students, parents or carers. <p>Consequences/Intervention</p>	<p>Examples of Behaviours</p> <ul style="list-style-type: none"> Repeated Level 5 or more significant offences. Seriously compromising the safety of The Scots College staff, students, parents or carers. <p>Consequences/Intervention</p>





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	Consequences/Intervention <ul style="list-style-type: none">Expulsion.	<ul style="list-style-type: none">Expulsion.	<ul style="list-style-type: none">Expulsion.
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The following certificates and awards are presented to students to recognise and acknowledge consistent positive behaviour.

Merit Certificates

Merit Certificates are awarded by classroom and specialist teachers in recognition of a boy's personal academic achievement or social development. These are presented at weekly Assemblies.

Music and Sport awards may be presented during class lessons.

A maximum of three Merit Certificates per class (classroom and specialist) may be given at each week's Assembly. Merit Certificates are cumulative over terms and grades.

Lion Certificates

A Lion Certificate is awarded to a student on the achievement of receiving five Merit Certificates. Lion Certificates are presented at Assembly.

Coordinator Certificates

At the end of each term, the Year Coordinator presents two (ELC and Junior Prep) or three (ELC, Junior Prep and Senior Prep) Coordinator Certificates to boys who consistently display the attributes of a fine Scots boy.

Prefect Commendation Certificates

Prefect Commendation certificates are presented by Senior School prefects at the Junior and Senior Prep Assemblies to boys who display outstanding character attributes aligned with the Fine Scots Boy program.

Service Badges

Gold, Silver and Bronze Thistle Badges and Ceannard Badges are awarded to Years 3 to 6 boys on the achievement of specific service-related criteria.

Bronze Thistle Badge – Year 3

The Bronze Thistle Badge focus is on small service interactions at home, school and within the community. This should be moderately challenging and require some independence. We would aim to encourage most boys to complete the following:

- service at home: seven hours
- service at school: seven hours
- service within the community: seven hours.





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Silver Thistle Badge – Year 4

The Silver Thistle Badge focus is on self-initiated interactions at home, school and within the community. We are looking for students who want to serve, and seek opportunities beyond everyday schooling. Strong encouragement and support may be provided, but the challenge increases and more independence is required. The hours are as follows:

- service at home: ten hours
- service at school: ten hours
- service within the community: ten hours.

Gold Thistle Badge – Year 5

The Gold Thistle Badge focus is on those students who really want to make a difference to their community, possess strong leadership skills and a service learning mindset. The hours are as follows:

- service at home: 15 hours
- service at school: 15 hours
- service within the community: 15 hours.

Ceannard Badge – Year 6

At The Scots College we aim to develop boys who will learn, lead and serve. Whilst we offer a number of formal leadership positions across the College, we still strive to empower our young boys to become leaders amongst their peers. We aim to develop leaders who have brave hearts and bold minds.

Title Origins

The term 'Ceannard' (Pronounced 'see-ay-nard') is a Scottish Gaelic noun for leader, chief and commander.

Ceannard Badge Requirements

Students who receive the Ceannard Badge are active in their community and have a strong desire to serve others. The hours are as follows:

- service at home: 20 hours
- service at school: 20 hours
- service within the community: 20 hours (this was not required in 2021 due to COVID-19).

Completion of a Character Profile

In a Character Profile, students seek feedback from their teachers and coaches as outlined below.

Quest for Excellence – does the student seek to achieve their personal best?

Never	Rarely	Inconsistently	Usually	Always





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Faith and Tradition – is the student faithful, loyal and committed?

Never	Rarely	Inconsistently	Usually	Always

Leadership Through Teams – is the student a positive and active member of the community?

Never	Rarely	Inconsistently	Usually	Always

Fine Scots Boy Stickers

Fine Scots boy stickers are related to the 'A Fine Scots Boy' posters displayed around the school and are much sought after. Classroom and specialist teachers award stickers to students for an outstanding display of fine Scots boy values and attitudes.

The Fine Scots Boy Quest and Lion Badges

Since its inception in 2016, Scots boys may set out on a quest to be worthy of the Lion Badge – a symbol of what it means to be a fine Scots boy. Boys are encouraged to engage their brave hearts and bold minds upon this quest and collect evidence that shows their journey and personal growth. Compiled in a personal 'Fine Scots Boy' passport, each boy's journey has the potential to be unique, with personalised goal-setting and flexible modes of achievement.

Students can only achieve one Lion Badge per year being:

- Orange: Year 2
- Green: Year 3
- Red: Year 4
- Blue: Year 5
- Gold: Year 6

Fine Scots Class Awards

Fine Scots Class awards are slips awarded to a class, by any staff member, in recognition of commendable whole class behaviour or effort.

Classroom teachers may not award Fine Scots Class awards to their own class.

Fine Scots Class trophies and a certificate are presented at weekly Assemblies to the class receiving the most Fine Scots Class award slips in that week.





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At the end of term, the Head of the Preparatory School's prize is given to the class which received the most Fine Scots Class award slips over the entire term.

Training and Promotion of Positive Behaviour

The importance of training up and promoting positive behaviour in a school setting cannot be underestimated.

Existing areas of promoting positive behaviour training are carried out in the settings listed below.

Weekly Class, Year and House Meetings

Once a week, class and House meetings/lessons are held. The Coordinator and teachers facilitate this, where each year group follows through a specific scope and sequence of teaching activities. Role plays, guest speakers and all forms of media can be integrated for this purpose.

Within the classroom setting, including specialist subjects, training and promotion occurs as qualities are encouraged by the teacher and picked up by the boys. This is promoted through class award systems and interactions.

Assembly and Chapel

The training and promotion of positive behaviour can also occur through the distribution of weekly Merit Certificates, House Captains acting out behaviour skits, Chapel and Assembly messages.

Classroom

Within the classroom setting, including specialist subjects, training and promotion occurs as qualities are encouraged by the teacher and picked up by the boys. This is promoted through class award systems and interactions.

Year 6 Leadership and Class Camps

Camps are another setting where positive behaviour is taught, promoted and encouraged.

Peer Sharing

Senior School boys have been and can be invited to Assemblies and classes to share the experiences of growth in positive behaviour and responsibility.

Charities

Communication is encouraged with sponsored children, particularly SEWAH schools in the Himalayas. The active involvement of all boys in raising awareness and money for charities is also encouraged. The Preparatory School supports a different charity each term.

Buddy Classes

The Preparatory School uses buddy classes to train up and promote positive behaviour from Transition through to Year 6. Staff members are encouraged to meet with their buddy class roughly three times a term.





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Activities have included shared reading and writing, exploring 'A Fine Scots Boy' values and attitudes, as well as craft activities.

Training of House Leaders

House Leader training has evolved since its inception and includes the attendance of House Leaders at the annual National Young Leaders Day.

