



## Whole School Policy for Appropriate Behaviour

| Plan administration                               |  |
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| Version number                                    | V. 5.1   |
| Date of review                                    | August 2025  |
| Electronic copies of this plan are available from | Staff Handbook - Whole School Team - Learners - Appropriate Behaviour Policy |
| Hard copies of this plan are available from       | Executive Assistant to SLT   |
| Date of next review                               | August 2026  |
| Person responsible for review                     | SLT  |

The effectiveness of this SOP will be monitored regularly at SLT meetings and reviewed every year or earlier if required.

| Date of Review | Changes/updates/alterations if any   | Signed          | Date       |
|----------------|--|-----------------|------------|
| 19/04/2023     | Change of designations in sanctions grid. Creation of appendices to remove detail from policy wording.   | S Ross          | 19/04/2023 |
| 25/04/2023     | Updating and adding examples to sanctions grid (Appendix E).   | S Ross          | 25/04/2023 |
| 25/04/2023     | Finalising and adding flowchart for 'Classroom Management & Misbehaviour'.   | S Ross          | 25/04/2023 |
| 05/05/2023     | Additional text with details of JS actions on low-level behaviour. Text from LT.   | S Ross/L Tonner | 05/05/2023 |
| 05/05/2023     | Following SLT consultation. 'House Points' changed to 'Tracking Points'. New 'Tracking Points' and details of thresholds for 'Recognitions' and 'Reminders' added to new Appendix E, staff guideline son next steps. Sanction Grid retitled as Appendix F. | S Ross/SLT      | 05/05/2023 |
| 11/12/2023     | Additional text to 'Serious Misconduct' section of Sanctions Grid.   | S Ross          | 11/12/2023 |
| 02/05/2024     | Added section on 'Searching'   | S Ross          | 02/05/2024 |
| 05/08/2025     | Added the phrase 'racially motivated' to examples of Misconduct and Serious Misconduct, for text to read 'Discriminatory/racially motivated language' & 'Discriminatory/racially motivated behaviour' respectively.  | S Ross          | 05/08/2025 |
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## **Rationale**

Hamilton College expects the highest standards of discipline and behaviour on the part of all learners, modelled on the positive behaviour of staff. We nurture good conduct in recognition that positive behaviour is a necessary element to become a successful learner. We recognise consistency is the key to establishing a culture of impeccable conduct. We deal decisively with inappropriate behaviour, to safeguard learners and allow them to work and learn without disruption or harm from others in a stable, secure environment.

This is consistent with:

- our Christian ethos, which encourages us to treat others as we would wish them to treat us, and reflects our values of Grace, Confidence, Wisdom, Innovation, Compassion and Reflection.
- our vision - by inspiring children, together we can change their future, shape society and make an impact on our world.

## **Aims of the policy**

- create a culture of exceptionally good behaviour: for learning, for community, for life;
- ensure that all learners are treated fairly, shown respect and to promote good relationships;
- refuse to give learners attention and importance for poor conduct;
- help learners take control over their behaviour and be responsible for the consequences of it;
- build a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- promote community cohesion through positive relationships;
- ensure that excellent behaviour is a minimum expectation for all;
- develop positive character through positive behaviour

## **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions;
- provide protocols for dealing with consistently poor behaviour.

## **Responsibilities**

Positive behaviour is the responsibility of all. The ethos and culture of our school reflects a commitment to children's rights and positive relationships. We have high expectations of our children and young people to ensure that they are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Hamilton College as a community has a shared understanding of wellbeing and in the dignity and worth of every individual. Relationships across the school community are founded on a climate of mutual respect, shared values and high expectations.

When standards of behaviour fall short of our high expectations, contact with parents may be appropriate. Depending on the severity of the offence, parents may be contacted by the Class

Teacher/Form Tutor, Senior Teacher/Head of Department, Learner Support staff, or by our Senior Leadership Team.

## **Creating Consistency**

It is recognised that the foundation of every school must be excellent behaviour. In order to achieve this a consistent approach by all staff is needed. All staff are responsible for ensuring that this policy is applied fairly and justly. The following approaches will create a positive, affirming learning environment, which will, in turn, enable the development of positive relationships between staff and learners and reduce instances of indiscipline. See **APPENDIX A** for details on creating consistency.

## **Positive Behaviour**

Positive behaviour is a clear expectation of all learners at Hamilton College. Falling below the expected standards will result in sanctions being applied. Sanctions include; verbal reminder, punishment exercise, detention, temporary exclusion (suspension), and permanent exclusion (exclusion). Sanctions are outlined in the 'Hamilton College Behaviour Sanctions Grid' and should be carefully applied to rectify poor behaviour and allow learners an opportunity to reflect upon their choices with a view to making better choices in the future. The intended outcome of the application of any sanction is to ensure that positive behaviour remains the norm across all areas of Hamilton College.

Positive behaviour is built on 3 rules. Learners should be:

1. READY
2. RESPECTFUL
3. SAFE

Respecting these rules helps to create a school where all learners achieve their best and fulfil their God-given potential. See **APPENDIX B** for further details on Ready, Respectful, Safe.

## **Classroom Management Strategies & Misbehaviour**

A consistent approach to dealing with low-level non-cooperation in classrooms and around the school campus provides equity and quickly establishes the standards expected by all. It promotes positive behaviour and recognises it in action. It reminds all that behaviour which falls below expected standards will be challenged fairly and appropriate supportive actions will be taken to return behaviour to expected levels. See **APPENDIX C** for further details.

## **Monitoring and Recording Learner Behaviour**

A Recognition and Reminder system is used to compliment this policy and monitor low-level learner behaviour across the year. This includes, where necessary, the use of a mentoring programme to re-direct learners towards positive behaviour.

The Recognition and Reminder system serves to monitor learners' behaviour. It allows staff to recognise those who uphold the standards with deserved praise, and intervene, where necessary, to support learners in making improvements to their behaviour that will ensure they remain within the expected standards. See **APPENDIX D** for further details.

## **Misconduct/Serious Misconduct/Gross Misconduct**

More serious misconduct will be challenged, and learners may face a sanction appropriate with the severity of their misdemeanor. The Sanction Grid enables staff to assess what appropriate sanctions may be applied. See **APPENDIX F** for further details.

## **Searches**

Learners should never bring an item that is prohibited onto School grounds or to any event connected with School. If there are reasonable grounds of suspicion that the learner may have in their possession any item which is prohibited by the School or which has significance in an investigation, the Principal, or another member of staff who is acting under the authority of the Headteacher may, with the informed consent of the learner (if over 12 years old), or their parent (if under 12 years old) search the learner's property.

If the learner unreasonably refuses consent to a search, this may constitute a disciplinary offence and may result in sanctions being applied.

If the learner refuses consent and the member of staff has a reasonable suspicion that the learner is in possession of an illegal item or an item that could be used in the commission of a crime, the police shall be called. The police have a statutory power to search the learner.

## **APPENDIX A - Creating Consistency**

- **Consistency 1** - Entering/exiting the classroom. All staff should be present at their classroom door to greet and wave-off learners. Meet & Greet - End & Send.
- **Consistency 2** - SLT presence at entrance/exits at the start and end of days. SLT visibility in corridors and classrooms on a regular basis and particularly at periods of movement around the school.
- **Consistency 3** - All staff committed to not walking by (stop, notice, remind, move on/sanction).
- **Consistency 4** - When learners behave inappropriately give them what they don't want: a cool, mechanical, emotionless response. An emotionally led response to bad behaviour should always be resisted.
- **Consistency 5** - Flip names on the board to a recognition board.
- **Consistency 6** - Model a PIP and RIP approach: Praise in Public, Reprimand in Private.
- **Consistency 7** - Every time, retain ownership and engage in reflective dialogue with learners to create positive, engaging relationships.
- **Consistency 8** - Employ 'Take Up Time' - a de-escalation technique.
- **Consistency 9** - Follow 'Classroom Management & Misbehaviour' strategies carefully. Every classroom will have the same set of standards and protocols for dealing with behaviour which falls below the standards.
- **Consistency 10** - Escalating concerns: Class/Form teacher -> HoD/Senior Teacher -> PS teacher -> DHP/DoE/HoJS -> Headteacher

## **APPENDIX B - Ready, Respectful, Safe**

### **1. 'Ready'**

#### **Attendance**

Student attendance is crucial if learners are to flourish and reach their full potential. Whilst it is true that student attendance may on occasion be impacted by circumstances outside of their control, such as a long-term illness, it is vital to reinforce the benefits of full-time attendance. Learners who attend regularly achieve better, settle well into peer groups and form strong, positive relationships with learners and staff.

#### **Punctuality**

Learners are expected to be punctual to each lesson. If learners fail to arrive on time sanctions are issued. As part of our aim to develop good character we encourage our learners to show integrity and respect for staff by being well-equipped and punctual.

#### **Uniform**

There are many sound, practical reasons for having a school uniform. The main reasons for the Hamilton College uniform, however, has to do with our core values and ethos:

We want our learners to look their best because we believe in encouraging them to give their best in every area of their lives.

- The uniform provides a sense of identity, reminding learners that they belong to one another
- It promotes a sense of equality and dignity
- It promotes our school's excellent reputation in the community
- It prepares learners for the world of work

### **2. 'Respectful'**

#### **Classroom behaviour**

As one of our aims is to develop positive character in our learners it is our responsibility to have high expectations of them in every lesson. Learners will arrive for lessons on time, equipped and ready to learn. There are clear routines for entering and exiting classrooms and all learners will be listening and actively involved during lessons. Learners will be actively engaged in their learning; learners will sit up straight, ask and answer questions that show the teacher that they are thinking for themselves rather than waiting to be told the solutions.

#### **Corridor behaviour**

Expectations in corridors are just as high as they are in classrooms. Walking calmly on the left-hand side of the corridor without pushing, running or barging is essential. Respect for the environment will be shown by only eating and drinking in the dining hall and not chewing gum. Learners are expected to speak to all staff, visitors and fellow learners with respect. Self-discipline is expected; learners will behave in a respectable manner whether someone is watching or not.

## Behaviour beyond the school gates

Wearing the Hamilton College uniform outside the school gives our learners the opportunity to be ambassadors for the school in the community. Learners whose acts of kindness are reported by the public are acknowledged and given public praise. At the same time, learners who are rude, disruptive or bring the name of the school into disrepute are held to account and sanctioned within school.

### 3. 'Safe'

#### Campus safety

All learners are expected to ensure they keep themselves safe on the school campus by avoiding going into areas which are out of bounds. They should also discourage others from making unsafe choices on site. Learners should report any real or potential health and safety concerns to a member of staff immediately.

#### Off campus safety

Learners should never leave the school campus without the express permission of a member of staff. Whilst on school excursions learners should be aware of safety concerns and follow all instructions given by staff or other adults who may be supporting the excursion e.g. outdoor instructors.

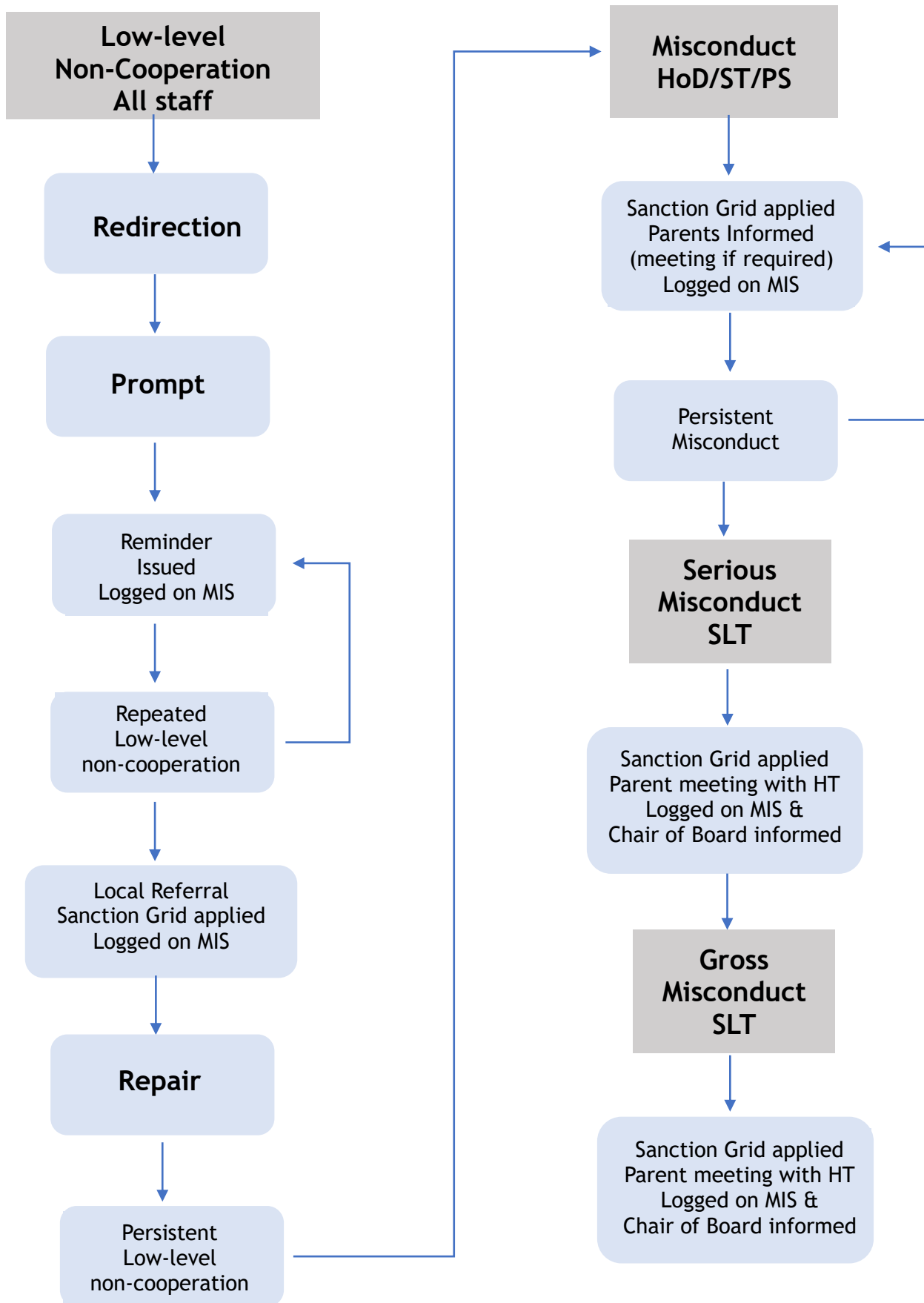
#### School bus safety

Learners should behave appropriately on school buses, whether to and from school each day, or on excursions. Seat belts **MUST** be worn whilst the bus is in motion.



## **APPENDIX C - Classroom Management Strategies & Misbehaviour**

## Classroom Management Strategies & Misbehaviour Flowchart



1. **Redirection** - Gentle encouragement, a 'nudge' in the right direction.

2. **Prompt** - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible.
3. **Local Referral** - At this point the learner will be referred internally to another room in the department for the remainder of the lesson, supported by ST/HoJS or HoD. If appropriate a Level 1, 2 or 3 sanction may be applied.
4. **Repair** - A restorative meeting\* should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.

**\*Restorative meeting (conversation starters)**

Restorative meetings are a core part of repairing damage to trust between staff and learners and should centre around the following questions:

What has happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time?

Learners are recognised for displaying positive behaviour using the following categories and each display is recorded as a 'Recognition':

- Supporting other learners
- Consistently excellent effort
- Improved personal performance
- Contribution in a lesson
- Upholding the Hamilton College Ethos
- Departmental recognition
- Supporting the school community
- Supporting the wider community
- Learner of the week
- Praise postcard sent home
- Other Recognition

When a learner displays behaviour that falls below the school's standards, and classroom management strategies have been employed without success, a learner is reminded of the expected standards (Ready, Respectful, Safe) and the display is recorded as a 'Reminder' using the following categories:

- Persistent low-level disruption
- Lateness
- Failure to complete homework
- Distracting others
- Lack of effort
- Misuse of mobile phone
- Uniform/appearance
- Chewing food/gum
- Other Reminder

### **Developing Positive Behaviour - Junior School Specific Approaches**

The use of praise and reward is used throughout the Junior School by all members of staff. Our approach is calm, consistent and modelled on a **PIP** and **RIP** approach: *Praise in Public, Reprimand in Private*.

All staff every day will:

- meet and greet at the classroom door
- refer constantly to 'Ready, Respectful, Safe'
- model positive behaviours and build relationships
- plan lessons that engage, challenge and meet the needs of all learners
- use recognition boards in every classroom to promote collective responsibility for positive behaviour
- use Hall of Fame to display wider achievements
- distribute praise pads, house points, stickers and golden tickets linked to expectations
- award Learner of The Week certificates at weekly praise assemblies
- be calm and give a 30 second intervention when going through the steps
- follow up incidents/learners every time, retain ownership and engage in reflective dialogue with learners
- never ignore or walk past learners who are behaving badly

### **APPENDIX E - GUIDELINES ON NEXT STEPS - FOR STAFF ONLY**

Learners receive Recognitions and Reminders according to their behaviour in class and around the school. Staff praise or correct learner's behaviour in stages depending on the total Recognitions and Reminders received, as outlined below.

### Recognitions

**5** - Class/Form Teacher's verbal recognition of positive behaviour. Subject teacher's verbal recognition if 'Recognitions' in the same subject area. Phone call or email to inform parents.

**10** - Positive Postcard from PS staff/Senior Teacher in JS. Verbal recognition as well.

**15** - DHP/HoJS - letter home to parents.

**20** - Headteacher - letter home and certificate of recognition.

### Reminders

**5** - Class/Form Teacher - verbal reminder of school standards following poor behaviour (refer to Ready, Respectful, Safe). Subject teacher's and/or HoD verbal reminder of school standards following poor behaviour if 'Reminders' in the same subject area. Restorative conversation(s) if appropriate. Class/Form teachers should contact home to inform parents/guardians.

**10** - Senior Teacher/Learner Support Teacher - after-school detention with Senior Teacher/PS staff followed by implementation of mentoring programme (Green card in SS) to set targets towards improved behaviour. Phone call to inform parents.

**15** - DHP/Head of Junior School - internal suspension and verbal reminder of school standards following poor behaviour (refer to Ready, Respectful, Safe) and phone call to parents to reinforce need for improved behaviour. Move to amber mentoring card in SS.

**20** - Headteacher - external suspension, verbal reminder of school standards following poor behaviour (refer to Ready, Respectful, Safe). Parent meeting. Move to red mentoring card in SS.

All Recognitions and Reminders are reset to zero at the beginning of each new term. This is in keeping with our value of 'Grace'.

### Tracking Points

Learners can gain House points as they receive Recognitions. Reminders, or a Sanction are also given a value as set out below in the table, but are not considered as negative points in the house system. Staff should apply these values when making an entry on the MIS.

| Item  | Value |
|---|-------|
| Recognition   | +1    |
| Learner of the week   | +3    |
| Praise postcard sent home   | +5    |
|   |       |
| Reminder, local referral  | -1    |
| Temporary confiscation of property, interval detention, lunch detention, mobile phone privilege removed | -2    |
| After school detention, withdrawal from school activities   | -3    |
| Internal suspension   | -4    |
| External suspension, written warning, final written warning   | -5    |

## APPENDIX F - SANCTIONS GRID

| Level | Level Descriptor                   | Examples<br>( <i>not exhaustive</i> )  | Range of Sanctions   | Actioned by                            | Who to be Informed                            | Appeal by Learner/ Parent          |
|-------|------------------------------------|--|--|--|---|------------------------------------|
| 1     | Low-level non co-operation         | <ul style="list-style-type: none"> <li>• Impolite behaviour</li> <li>• Ignoring simple requests/instructions from staff</li> <li>• Lack of respect</li> <li>• Failing to complete work to a satisfactory standard</li> <li>• Misbehaviour within school or within school grounds</li> <li>• Late coming</li> <li>• Uniform Infringement</li> <li>• Misuse of mobile device</li> <li>• Lack of academic effort</li> </ul>   | <ul style="list-style-type: none"> <li>• Immediate verbal reminder</li> <li>• Explicit verbal warning</li> <li>• Recorded Reminder - logged on MIS</li> <li>• Temporary confiscation of property e.g. mobile phone</li> </ul>  | Teaching staff<br>Support staff<br>SLT | ST<br>HoD                                     | ST<br>HoD                          |
| 2     | Repeated low-level non-cooperation | <ul style="list-style-type: none"> <li>• Repetition of 1</li> </ul>  | <ul style="list-style-type: none"> <li>• Suspension of activity/ies</li> <li>• Recorded Reminder - logged on MIS</li> <li>• Parental contact</li> <li>• Recorded Reminder</li> <li>• Local referral (to ST/HoD)</li> <li>• Detention - interval/lunch time</li> </ul>  | Teaching staff<br>Support staff<br>SLT | ST<br>HoD<br>PS<br>HoJS<br>DHP/DoE<br>Parents | ST<br>HoD<br>PS<br>HoJS<br>DHP/DoE |
| 3     | Misconduct                         | <ul style="list-style-type: none"> <li>• Persistent low-level non-cooperation</li> <li>• Inappropriate personal behaviour</li> <li>• Disregard for Health &amp; Safety including school buses</li> <li>• Missing class without permission</li> <li>• Leaving school without permission</li> <li>• Discriminatory/racially motivated language</li> </ul>  | <ul style="list-style-type: none"> <li>• Immediate verbal guidance</li> <li>• Withdrawal from school activities e.g. Educational Trips, Wider Curricular Clubs</li> <li>• Logged on MIS</li> <li>• Parental contact</li> <li>• Detention - after school</li> <li>• Mobile phone privilege removed - logged on MIS</li> <li>• Monitored by PS staff through Recognition &amp; Reminder system and HoD</li> <li>• Inform appropriate member of SLT</li> <li>• Mentoring programme</li> </ul>   | Teaching staff<br>Support staff<br>SLT | ST<br>HoD<br>PS<br>HoJS<br>DHP/DoE<br>Parents | HoJS<br>DHP/DoE<br>HT              |
| 4     | Serious Misconduct                 | <ul style="list-style-type: none"> <li>• Persistent misconduct</li> <li>• Discriminatory/racially motivated behaviour</li> <li>• Serious misuse of mobile devices (including transfer of images or access and sharing of inappropriate material, including pornography)</li> <li>• Smoking or vaping</li> <li>• Bringing school into disrepute</li> <li>• Alcohol related offences</li> <li>• Breach of fire safety, including smoking in school</li> <li>• Violent, aggressive or threatening behaviour (including fighting)</li> <li>• Sexual harassment</li> <li>• Damage to property</li> <li>• Theft</li> <li>• Bullying Behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Written warning</li> <li>• Internal temporary exclusion</li> <li>• External temporary exclusion (suspended from school for up to a week - return to school only accepted following satisfactory outcome of parental meeting with the Headteacher or HoJS)</li> <li>• Final written warning</li> <li>• May be referred to police/criminal justice system</li> <li>• Long temporary exclusion (suspension from school for more than a week - return to school only accepted following satisfactory outcome of parental meeting with the Headteacher or HoJS)</li> </ul> | HT                                     | HoJS<br>DHP/DoE<br>Parents<br>Chair of Board  | Chair of Board                     |

|   |                  |   |   |    |   |                   |
|---|------------------|---|---|----|---|-------------------|
| 5 | Gross Misconduct | <ul style="list-style-type: none"> <li>• Persistent serious misconduct</li> <li>• Serious sexual misconduct/assault</li> <li>• Assault on a learner or staff</li> <li>• Bringing a dangerous weapon to school</li> <li>• Illegal drug use</li> <li>• Selling or supplying illegal substances</li> </ul> | <ul style="list-style-type: none"> <li>• Permanent exclusion (expelled from school)</li> <li>• May be referred to police/criminal justice system</li> </ul> | HT | HoJS<br>DHP/DoE<br>Parents<br>Chair of<br>Board | Chair of<br>Board |
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