



VALUES. LEARNING EXPECTATIONS. AND BEHAVIOUR

READY. RESPECTFUL. SAFE

Belong	Flourish	Achieve
<p>A kind school where every story matters.</p> <p>All pupils, parents and staff, past and present, feel a sense of belonging and pride as members of the Hutchie community.</p>	<p>Hutchie nurtures a strong and diverse community with opportunities for people to be courageous as they find and follow their passions, try new things and build confidence in who they are.</p>	<p>Together we achieve our potential academically, physically, creatively, spiritually and socially. Every individual journey is supported and valued with every success is celebrated.</p>
Hutchesons' values honesty, resilience, independence, curiosity, creativity and compassion.		

INTRODUCTION

Hutchesons' Grammar School aims to encourage pupils to adopt the highest standards of behaviour and to respect the ethos of the school. As an integral part of the educational process we aim to create a civilised and caring community with a sense of responsibility, a concern for others, an understanding of good manners and their practice, and an orderly framework within which academic work is pursued and life enjoyed and profited from as freely and positively as possible. Promoting the emotional wellbeing of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners.

Hutchesons' Grammar School's community will adhere to an established routine and code of conduct, rather than to lists of rules. Education is a partnership. Staff is committed to excellence, aiming to achieve a spirit of trust and co-operation. The school expects the highest values and standards of behaviour within school, as well as outside the school and in any written or electronic communication concerning the School.

Pupils must treat staff and each other with consideration and respond positively to the opportunities and demands of school life. Pupils should follow the school's established routine and understand what is expected of them. There will be consequences for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect; particularly the vulnerable. Bullying behaviour will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty. (Article 2 – non-discrimination) (Article 3 – the best interests of the child)

Hutchesons' Grammar School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, in or out of school for example on social media, which might include suspension or exclusion.





PROMOTING A POSITIVE PARTNERSHIP BETWEEN SCHOOL AND PARENTS/GUARDIANS

In order for the Code of Conduct to be successful, we work with parents to ensure that the partnership between home and school is consistent. The 3 types of discipline used in school are: Preventative, Supportive and Corrective. Preventative aims to establish positive conduct and routines to prevent disruption eg class charters. Supportive measures are taken when codes of conduct are not followed. Corrective measures are taken when supportive discipline has been unsuccessful. These are put in place to maximise pupils' learning experience, and work in tandem with our Pupil Learning Expectations and our Pupil Behaviour Code. (See Appendices 1, 2 and 3).

Parents and guardians who accept a place for their child at Hutchesons' Grammar School undertake to uphold all the school's policies and regulations. They are expected to support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework or private study. In the event of any significant behaviour management issue, the school will liaise with parents.

PRIMARY SCHOOL CODE OF CONDUCT

The Primary School's Code of Conduct is designed to encourage positive relationships, behaviour and self-discipline. Article 28 (Education) Article 29 (Goals of education)

At all times, the highest standards of behaviour and appearance are expected. Behaviour should be kind, respectful and safe. Children should ensure they are ready to learn. Uniform should be worn on all school occasions and on all occasions where a pupil is representing the school, unless directed otherwise.

Pupils should always conduct themselves in an appropriate manner. In particular, there should be no shouting or running inside the building.

As a Rights Respecting School, pupils will learn that they have rights by agreeing a Class Charter at the beginning of the year within the context of a co-operative / democratic classroom. Via respecting and learning about rights throughout the year, children will develop responsible behaviours by respecting their rights and those of others.

(N.B. Children do not have any responsibility to access their rights. Rights are unconditional and the term responsibility should only be used when referring to what adults do as Duty Bearers in upholding Children's rights). *Article 4 (Implementation of the Convention)*

Children may gain Bonus Points for their Houses by e.g. upholding the school values, being kind, participating in extra-curricular activities both in school and out with, completing Mini/Junior Duke levels, achieving certificates or badges for clubs/societies etc. Each year group should have consistent age-appropriate standards for Bonus Points. Teachers also have positive reward systems within their classrooms. Children may achieve 'Bound for Brilliance' certificates for music, sport, drama, art etc – a pre-cursor for participating at national level, and have their names added to the Outstanding Achievement Board.

Pupils must be punctual.

Property must be treated with respect. This extends to resources and equipment given to pupils. Damage to school property must be reported immediately to a member of staff or to staff in the school office.



RELATIONSHIP POLICY: PRIMARY SCHOOL



All areas of the school (e.g. classrooms, specialist rooms, corridors, Library, Lunchroom, cloakrooms, toilets, playground) should be kept clean and tidy and all litter must be placed in the bins provided.

Only sealed and packaged food (e.g. sandwiches, cold drinks) may be taken from the Dining Room. No food or drink should be consumed in the corridors, cloakrooms or toilets.

Chewing gum is not permitted.

Mobile phones and Smart devices are not encouraged in the Primary School, however, if brought into school, this is at the owners' risk and must:

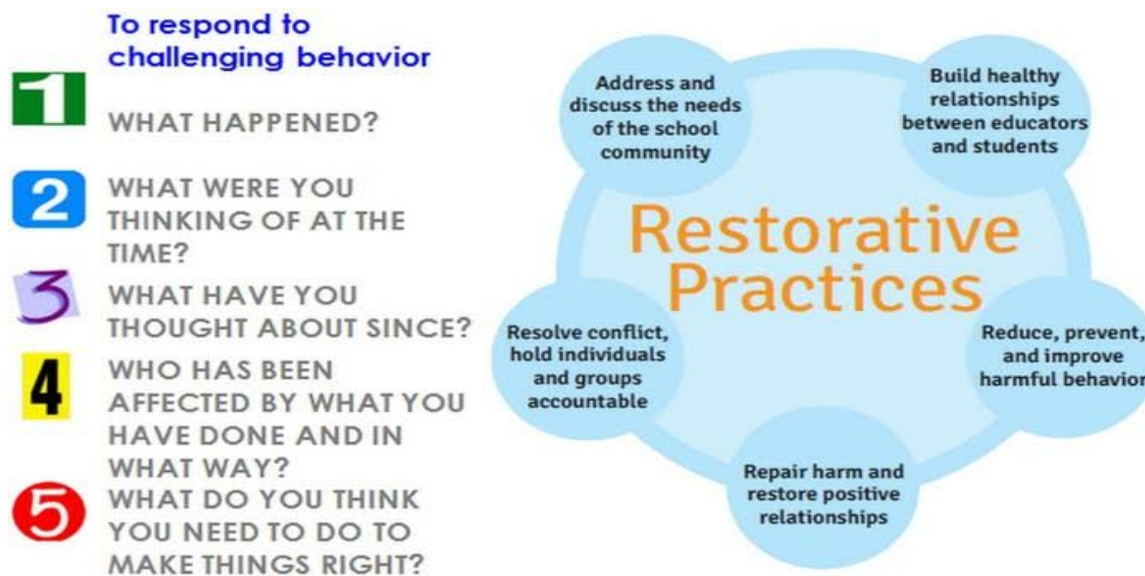
- be switched off during the school day.
- be left in school during the school day e.g. not taken on PE buses.
- be switched off on PE buses for After School Practices.

With permission from staff, older pupils may switch these on at the end of the school day or end of After School Practices to check for any messages from parents regarding travel arrangements.

If worn, Smart devices should be disconnected from the Internet, have all notifications turned off e.g. emails, messages and should not be used to take, store or share photos/videos.

INTERVENTIONS

Minor disruptions include unintended hurtful words, not working on tasks, etc. While they require a warning from the teacher, they do not seriously disrupt teaching or learning.





Minor Misdemeanours (preventative or supportive) – Level 1 on Pupil Behaviour

It is vital that each teacher regards the conduct of pupils as their responsibility. Interventions help to set boundaries and manage challenging behaviour. Teachers may wish to issue low-level sanctions for very minor behaviour issues in their class or around the school. These interventions will be positive reinforcement of the right behaviour and encouragement to learn from mistakes. This includes behaviours of excluding, using unkind language and any 'targeting' of a particular person. Should these happen repeatedly, this should be recorded by the class teacher/ CAs, then Pastoral staff and Deputies informed as necessary to improve children's experiences and aid their wellbeing. The escalation of more formal sanctions is outlined below. It is important for all members of our community to remember that the standard walked past is the standard accepted. (*Article 5 – guidance on a child's evolving capabilities*)

MULT – Making Up for Lost Time (supportive) – Level 2 on Pupil Behaviour

This is an informal way for teachers who have concerns about a child's understanding of a concept or the quality of a piece (or pieces) of work being produced by a student (or results in any tests which illustrate lack of preparation and revision) where there are no obvious extenuating circumstances. This will be overseen by the class teacher and will take place during break and/or lunchtime. If a second or third MULT is required, the class teacher will speak to the Head of House, Deputy and/or parents about their concerns. Before deciding on this, staff should consider if any learning support issues have been identified or if there are other issues which might be a part of underperformance or incomplete work.

If a pupil is not finishing work or not producing the standard of work of which he/she is capable, whether in class or for homework, the class teacher will send home this work, explaining the reasons why. Class teachers should record this in their Class book/jotter.

Lunchtime Detention (corrective) – Level 2 on Pupil Behaviour

This can be seen as a normal part of everyday classroom management, where other lower-level interventions have been used but the unwanted behaviour continues. This will be supervised by the relevant Deputy. These interventions will be positive reinforcement of the right behaviour and encouragement to learn from mistakes. It can also be used when the transgression is more serious but not at the level where an after-school detention is required. Typical reasons for this level of intervention might include repeated 'low level' disruption in class, for example, persistently talking after a warning; more than one missed homework submission (in line with any existing departmental policy); low level disrespect of teachers and/or peers; repeated lateness to class during the school day. In cases of repeat behaviour resulting in such a sanction, it is expected that staff will issue a clear warning in advance. A report should be made on the Pastoral App and an alert given to the relevant House staff and Deputy.

Departments may have their own intervention policy instead or in addition to this – it is important that pupils are made aware of any such policy.

Major disruptions – Level 3 on Pupil Behaviour

These go beyond rudeness and include but are not limited to: repeated unkindness by words or actions, excluding others from playground games, profane language directed towards others, bullying behaviour, sexual words and innuendo, physical threats, vandalism, technology misuse and stealing.





Order Marks (corrective) – Level 3 on Pupil Behaviour

Process:

Step 1 – issue dealt with by member of staff and Order Mark issued, Class Teacher informed

Step 2 – Class Teacher completes Pastoral App, pupil sent to Head of House

Step 3 – Depute informed, parents called

Step 4 – Pupil completes Reflection Sheet

Step 5 – House Lead checks in on a regular basis after this, as and when required

Each year group should have consistent age-appropriate standards for Order Marks or equivalent.

After-School Detention (corrective) Level 3 on Pupil Behaviour

After-School detentions will normally take place on any suitable day for one hour from 3.30pm. This could be for the accumulation of 3 Order Marks, for the instances mentioned above, for Level 3 behaviour issues and/or repeated Level 2 issues. Depute Rectors will normally issue After-School detentions.

At this level, parents are informed, and communication will be made at least 2 or 3 days in advance. Parents and guardians undertake, when signing the Parent Contract, to support the authority of the school in enforcing sanctions in a fair manner that is designed to safeguard the welfare of the community as a whole.

Serious Misdemeanours (corrective) Level 3 on Pupil Behaviour

When a pupil is involved in a serious misdemeanour, the Depute Rector/Head of Primary will be tasked with managing the investigation to ascertain as much information as necessary to facilitate decision making. This will include information from pastoral staff, use of the Pastoral App, teachers, pupils and any others involved. Should the information suggest that a high-level sanction may be required, the following protocol should be followed. For safeguarding reasons, or other welfare concerns, it may be that a pupil is suspended in the interim, without prejudice, in order to investigate an issue thoroughly.

Examples of serious misdemeanours would include aggravated behaviour towards other pupils or staff, blatant disregard for the welfare of others, breaking the law, sustained bullying behaviours, intolerant behaviour towards others especially regarding protected

characteristics, serious misuse of I.T., violent behaviour, bringing the school name into disrepute, persistent absence from school, damage to school property including graffiti, and persistent low-level misconduct.

TIMELINES FOR SERIOUS MISDEMEANOURS

The school will attempt to expedite any investigation as quickly as possible.

A member of SLT will arrange a meeting in the Head of Primary's Office with the following personnel: parents, pupil (as appropriate), Depute and Head of Primary. The attendance and involvement of the pupil is less likely with younger children.





At that meeting, the Head of Primary will explain the situation and the information gathered. The child's previous behavioural record should also be discussed, using a summary of pastoral concerns.

Parents should have their chance to have their questions considered. If further information is needed, the time should be taken to investigate. It is noted here that investigating further may not be possible: pupil information may well change once the severity of the situation becomes apparent.

The routes available to the school should be clearly explained:

- No action
- Detentions
- Written warning from Head of Primary
- Referral to the Rector in the case of behaviour which is of significant concern
- Suspension starts from half a day upwards based on the severity of situation and other mitigating factors

Parents should be provided with a copy of this protocol and written notes giving the main information presented at the meeting. This will necessarily have to be redacted in line with GDPR.

A letter will follow to summarise the decision based on the written record that was taken. It will explain the sanction awarded and the consequences as appropriate.

REQUIREMENT TO REMOVE A CHILD FROM SCHOOL OR PROCEED TO EXCLUSION

There are cases, however, where because of the extreme seriousness of the disciplinary problem or where suspension does not seem to have served as an adequate warning, the school may wish to proceed to exclusion or at the Rector's discretion to require a parent to remove their child from the school. In these circumstances the school will follow its designated procedures as follows:

- The Rector will inform the Chairman of Governors, or failing this the Vice Chairman, of the reasons for, and the decision to, require the removal of the child from school or to proceed to expulsion.
- The decision will be communicated to the parents, and the pupil, if appropriate.
- Parents will be given a copy of their signed contractual agreement, relevant sections from the parental handbook and a copy of the parental complaints procedure. They will have the opportunity to appeal against the decision for up to seven days. The appeals procedure will be followed in the case of such an appeal and would start with a written appeal to the Chairman of the Board of Governors (Appendix 3).

MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its relationship/behaviour management procedures through the following activities:

- Senior leadership team discussion
- Regular analysis of records and sanctions distribution
- Regular scrutiny of concerns and complaints records by SLT





COMPLAINTS

Hutchesons' Grammar School hopes that parents will not feel the need to complain about the operation of its behaviour management procedures and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Parental Complaints Policy can be found on the Parent Portal.

Policy Owner	Ms H Gibson, Depute Rector
Date Reviewed	February 2025
Version Control	Version 1e
Approved By	Mr A Cornfoot, Head of Primary and Mr M Ronan, Rector
Date Approved	-
Location(s)	Website, Parent Portal
Next Review Date	June 2025

The Governors of Hutchesons' Educational Trust, Registered Charity Number SC002922, is the governing body of Hutchesons' Grammar School.





APPENDIX 1 – PUPIL LEARNING EXPECTATIONS

*Staff should use their discretion in extenuating situations and act accordingly. This should take into account neurodiversity, personal circumstances of the child, staff understanding of the individual, and class dynamics.

	In Class	Homework
AE: Above expectations	Demonstrates a positive attitude to all aspects of work, showing an eagerness to learn and progress. Is actively involved in their learning Is a positive role model by being on task, collaborating with others and being able to work effectively alone. Responds to and acts upon feedback. Meets and extends challenges with confidence. Takes responsibility for and makes connections in their learning.	Work is completed to the best of their ability and appropriate to task. Feedback is successfully taken into account in subsequent tasks. Independently reflects on their work. Extends the task to explore further learning, showing perseverance. Work is given due care and thought.
ME: Meets expectations	Is engaged in class and invariably shows a positive attitude to learning Arrives on time, is prepared and settles to work. *Can work equally well independently or collaboratively when required. Requires some support when self-evaluating or responding to feedback. Meets challenges when directed.	Homework is on time and completed to an acceptable standard. Responds to feedback. Is aware of strengths and weaknesses. Takes action when required.
WE: Working towards expectations	Can lack focus on occasions and is not always prepared or on time. Works independently or collaborates with others when required. Responds to feedback when prompted. Requires support when self-evaluating. *Usually needs to be encouraged to contribute.	Homework is occasionally late and/or incomplete. Sometimes gives up easily on tasks set. Needs to reflect on feedback given. Needs to show more determination to improve.
BE: Below expectations	Displays a passive attitude to learning. Often late and / or not appropriately equipped for class. Shows a lack of engagement in their work and can negatively affect the progress of themselves and / or others. Rarely responds to feedback or contributes. *Gives up when faced with a challenge.	Little or no homework is submitted. Little or no effort made to improve.





APPENDIX 2 – PUPIL BEHAVIOUR

* Staff should use their discretion in extenuating situations and act accordingly. This should take into account neurodiversity, personal circumstances of the child, staff understanding of the individual, and class dynamics.

LEVEL	PUPIL BEHAVIOUR	ACTIONS WHICH CAN BE APPLIED	ACTION TO RECORD
	<p>At the beginning of the year, each class will formulate an agreed class charter with their teacher.</p> <p>Pupils will</p> <ul style="list-style-type: none"> Show respect to staff and other students Be kind and helpful Look after property and equipment Show honesty and take responsibility for their own actions Try their best with their learning *Desist from disturbing the learning of other students. 	<p>Any of the following may be given.</p> <ul style="list-style-type: none"> Verbal/written praise Marking stamps / personal points Bonus points – clarity needed on issue of these Nomination for awards (e.g. house quiaich) 	
1	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> Disturbing or disrupting other students learning Off task (talking, fiddling with equipment) Calling out/speaking over the teacher, support staff, or other students Behaving in an unkind way to others Moving around the class without permission Eating in class Wandering around the building at break/lunch 	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> Move seats Verbal warning Stay behind in classroom for a short time to reflect with staff using the 5 questions Teacher speaks to student at an appropriate time and gives warning that if behaviour continues it will escalate to Level 2/3 	<p>Record behaviour in hard copy class book.</p>
2	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> Ignoring instructions Inappropriate use of equipment Continuous disruptions towards other students' learning (after being given a verbal warning) Physical contact to another student (low level pushing / shoving) Using inappropriate language Speaking / behaving in a rude or disrespectful manner to staff of other students Using mobile phone in school Social Media misuse out of school Repeated incidents of Level 1 	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> Using the 5 questions Informal use of MULT – making up for lost time Students monitored, then followed up by House staff Behaviour reported to House Staff/ Depute Lunchtime detention (30 mins) Supervised by Depute 	<p>Record behaviour in class/House book. Start monitoring for repeat offenders. If necessary, complete a report on the Pastoral App.</p>



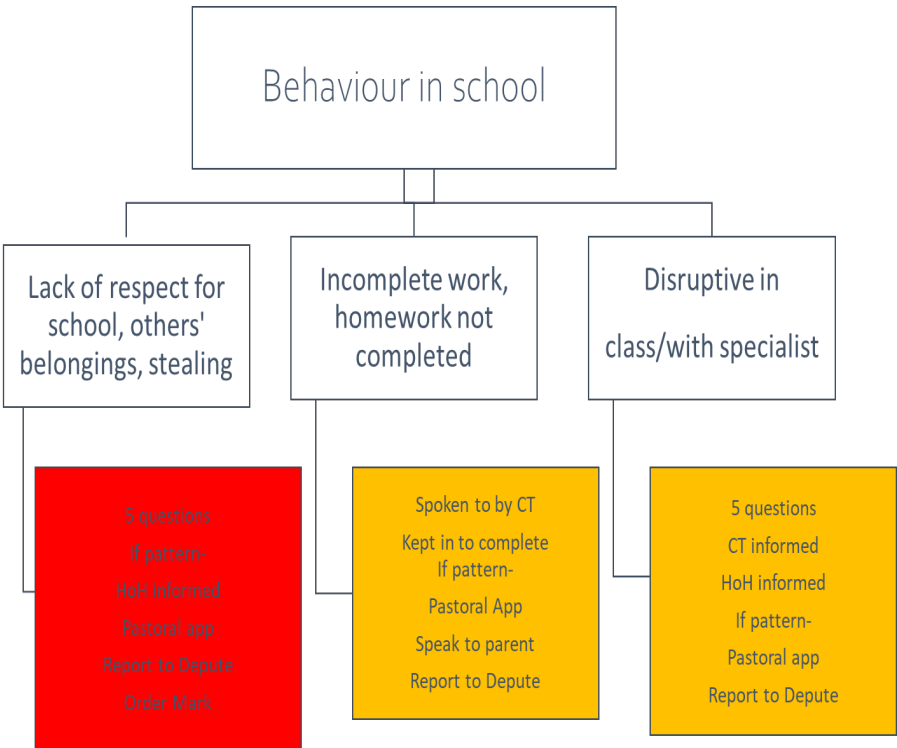
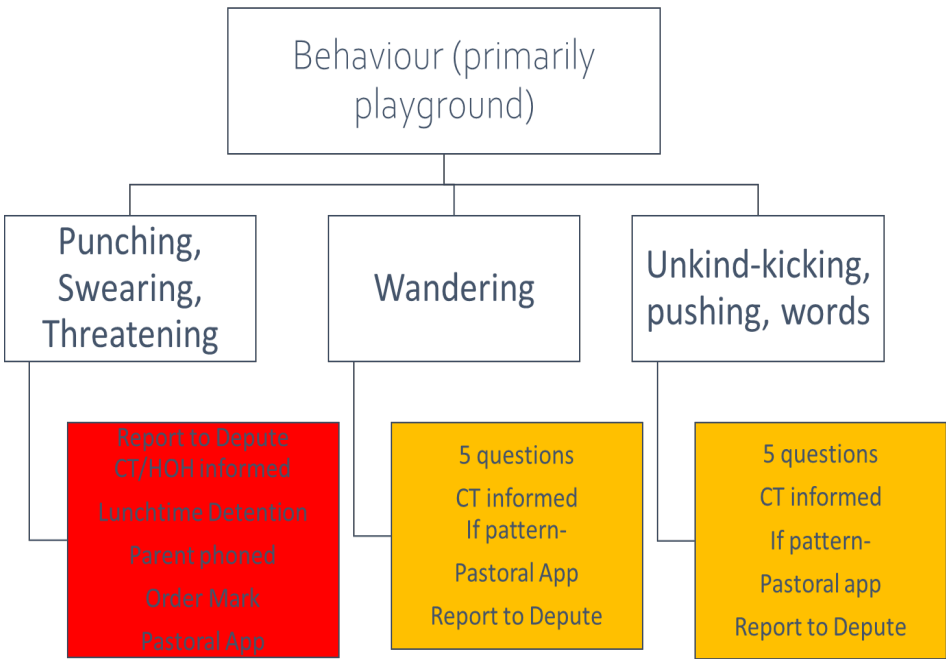


3	<p>Any of the following are deemed a serious behavioural incident:</p> <ul style="list-style-type: none"> • Fighting/ Aggressive or threatening physical contact • Swearing or using inappropriate/offensive language towards staff or other pupils • Damaging school property or other pupils' belongings • Any form of bullying • Using mobile phone in school • Repeated incidents of level 2 behaviour 	<p>One or more of the following should apply:</p> <ul style="list-style-type: none"> • Exclude from the lesson with appropriate staff supervision – sent to Depute • Order Mark • Students to be monitored and put on a weekly Report Card – parents informed • After School Detention • Parents informed 	<p>Record behaviour in class book. Complete a report on the Pastoral App. Inform House staff. Inform Depute, and Primary Head if required. Parents to be contacted by Depute.</p>
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APPENDIX 3 – INFANT FLOW CHARTS





APPENDIX 4 – APPEALS

- 1) If the parent is dissatisfied with the decision to exclude a child, he or she may appeal to the Chairman of Governors. The appeal should clearly state the grounds for appeal and be sent to:
The Chairman of Governors c/o Bursar 21 Beaton Road Glasgow G41 4NW.
- 2) The Chairman would arrange for a member of the governing body to meet the parent within ten working days and hear the appeal.
- 3) The Rector would normally be present at such a meeting, but this would be at the discretion of the Chairman.
- 4) Should the appeal not be upheld, the parents may appeal against this decision; such an appeal should be lodged in writing within seven working days of the meeting with the Chairman.
- 5) In such a case, the Chairman will establish an appeal panel involving two Governors and an independent outsider who is not involved in the running or management of the school to convene a panel hearing within 20 working days of receiving the written appeal.
- 6) The parents (and pupil if appropriate) and the Rector should be able to attend the panel hearing, each with one advisor. Both parties should be allowed to submit a written statement to the Appeal Committee in advance of the hearing.
- 7) The Appeal Panel will communicate their decision to the Chairman and the panel's decision will be final.

