



HAMILTON LODGE SCHOOL & COLLEGE

Behaviour Policy

Hamilton Lodge School is a community which respects the background, communication, gender and needs of each of its members. In doing so, we aim to provide an environment that is orderly and purposeful and which supports and develops each individual.

We aim

- to have a whole school approach to behaviour, which is supported and followed by the whole School community, parents/carers, teachers, pupils and governors, based on a sense of community and shared values.
- to teach, through the School curriculum and out of School, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- to encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for pupils of all ages and abilities.
- to recognise that, for some pupils, challenging or worrying behaviour may be a symptom of other difficulties and that improvement may be made in very small steps.
- to make clear to pupils the distinction between minor and more serious misbehaviour through a system of sanctions which is clear to them.
- to treat problems when they occur in a caring and sympathetic manner with the intention of achieving an improvement in behaviour.
- by applying positive policies, to create a caring, nurturing environment in which teaching and learning can take place in safe and happy surroundings.

All members of the School community should respect each other. All pupils, staff and parents/carers, are issued with a copy of the pupil and staff guidelines and Code of Conduct and should adhere to these. The code of conduct contained within the pupil and staff guidelines has been formulated with the safety and well being of the pupils in mind, to enable the school to function efficiently as a place of learning and to allow residential pupils to live comfortably alongside one another.

Pupils with additional social, emotional or behaviour needs.

Some pupils, because of emotional, social or additional special educational needs, exhibit behaviour that is outside the norm for our general school population. Where this is significant, additional or different approaches may be necessary to enable individual pupils to integrate behaviourally and socially to enable individual pupils to successfully interact with their peers, and to make optimum use of the learning and recreation opportunities offered, with the minimum disruption to others.

Where pupils have additional social/emotional needs, then such pupils have specific short-term targets. These targets are included in the pupil's Individual Educational Plan (IEP) and are reviewed and coordinated by the SENCO and the Advisor for Social and Emotional need. Some pupils with additional social/emotional needs may be outside the

usual system of sanctions where these are not felt to be conducive to eliminating unwanted behaviour. Additionally pupils may have a 'positive handling plan', which has been agreed, where possible, by the school, the pupil and the parents/carers.

Rewards

Pupils are encouraged to practice good behaviour by a system of praise and reward. Through this, pupils can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

In the primary department, pupils are awarded stickers, which they collect on a sticker card. A full card contains twenty stickers and, when complete, results in the pupil being presented with a certificate in assembly.

The secondary department scheme is based on a house point system. House points are recorded on an individual pupil's homework diary. When a pupil achieves a total of fifty merit marks s/he is awarded a £5 voucher and a certificate which are presented in assembly. Total house marks for Blue and Yellow House are announced each week in Friday morning assembly. Additionally the boy and girl who achieve the most house points during each week have their photographs and names displayed in school and an announcement is published in the weekly newsletter.

Any (or all) of the following can be used:

- Verbal praise
- Written name on the board
- Stickers
- Verbal report to parent/guardian
- Letter to parent/guardian
- Special treat or outing
- Gift token
- Certificate
- Special mention in assembly.

Time Out

For some pupils, the use of time out might be a useful strategy. Pupils should be reminded of this strategy to enable them to have the opportunity to calm themselves down and withdraw from a potentially difficult situation.

During the school day pupils may be encouraged to take time out in the withdrawal room. The use of this room is monitored by the senior TA and in liaison with individual class teachers.

Sanctions

See 'Agreed Sanctions' section.

As a general rule, we try to praise in public and sanction in private. All sanctions are recorded in the sanction books, which are kept within the Primary, Secondary and Care Departments and are monitored by the Head Teacher and Head of Care. Additionally, in school and care, there is a 'behaviour sheet' which is held by the class teacher/keyworker which logs the behaviour of each pupil (including positive behaviour). Any sanctions given or positive comments should be passed in writing to the pupil's class teacher/keyworker, who will record them and discuss them with the pupil concerned. Serious incidents, which may result in exclusion, are recorded by the Head Teacher.

Where pupils' behaviour has resulted in intentional damage to buildings or property, some or all of the cost of repair/replacement may be passed on to parents/carers.

As with schools whose pupils are returning home each day, we value support from, and dialogue with, parents/carers. From time to time, it may also be necessary for care staff to take the role of supportive parent in order to re-inforce the message that learning and behaviour are important at all times and not just during the school day. This may mean having praise, rewards or sanctions in care related to achievement or negative behaviour in school. For example, in liaison with school staff, care staff may support a pupil in a celebration assembly or may impose a sanction as a result of failure to complete homework or continuing inappropriate behaviour in school.

Parents/Carers

Parents/carers can support the School by

- recognizing that an effective school behaviour policy requires close partnership between parents/carers, staff and children.
- discussing the school rules with their child, emphasising their support of them and assisting when possible with their reinforcement.
- attending Parents'/Carers' Consultation Evenings, parents'/carers' functions and by developing informal contacts with the school.
- knowing that teaching, learning and social development can only take place where there is order.
- remembering that staff try to deal with behaviour problems patiently and positively.
- becoming involved, if necessary, in the appropriate stage of sanctions.

Agreed Sanctions

School

- A reminder. This should include: a reminder to the pupil of what they should be doing; a request for the pupil to stop the undesirable behaviour; and a clear indication what the next stage of sanctions will be.
- A discussion/explanation. The member of staff concerned should try to establish with the pupil what the problem is. A member of staff should also explain calmly and clearly why the behaviour is unacceptable.
- Loss of privilege. This may include losing a minor 'treat' within the class and where possible should reflect the misdemeanour.
- Detention A teacher may decide to give a detention. This may be for morning break, lunch break or 4pm. All detentions should be recorded in the relevant sanction book and on the 'behaviour sheet' held by the class tutor.

- Meeting with the Class Tutor to reflect upon the behaviour and set appropriate behaviour modification strategies such as charts, different seating arrangements, in place. Advice/support can be obtained from the Assistant Head (Support for Learning). The class tutor will send a letter home to parents/carers as appropriate. (See draft)
- Report card. If a pupil's behaviour continues to deteriorate they will receive further detentions and they will be placed on report for a period of one week by their Class Tutor. The report card will focus on specific area/s for the pupil to improve. The Class Tutor will meet with the pupil on a daily basis to review the report card. The Class Tutor will inform parents of this. At the end of the week on report, the Class Tutor will review the pupil's behaviour with the pupil. (Alternatively, the tutor, in liaison with subject coordinators, may put the pupil on a departmental report card where there has been ongoing poor behaviour in a particular curricular area.)
- Meeting with senior staff. The Assistant Head (Support for Learning) will see the pupil and, in consultation with relevant people, may decide upon:
A further period of report.
Letter to parents/carers.
Phone call/text/email to parents/carers.
Intervention/support from the Assistant Head (Support for Learning)
Parents/carers asked to come to school.
- Referral to Head Teacher. Any further indiscretions (or very occasionally a serious incident without the preceding sanctions) involving the pupil will result in them being seen by the Head Teacher. This may result in any one of the following:
Letter to parents/carers.
Phone call/text/email to parents/carers.
Parents/carers asked to come to school.
Behaviour/evening activity report.
Exclusion, usually fixed term.

It is regarded as good practice to ensure that the pupil understands the reason for any action taken and is given the opportunity to express their views at each stage. Where possible, staff should ensure that the pupil signs the 'behaviour sheet'.

Care Department

- A reminder. This should include: a reminder to the pupil of what they should be doing; a request for the pupil to stop the undesirable behaviour; and a clear indication what the next stage of sanctions will be.
- A discussion/explanation. The member of staff concerned should try to establish with the pupil what the problem is. Staff should also explain calmly and clearly why their behaviour is unacceptable.
- Loss of privilege. This may include losing a minor 'treat' within the house, an earlier bedtime, or more seriously, a missed outing or video and where possible should reflect the misdemeanour.

- Grounding. A pupil may be 'grounded' for a short period of time i.e. they will not be included in off-site activities. Pupils with independence privileges may have this privilege temporarily withdrawn.
- Meeting with the Key Worker. To reflect upon the behaviour and set appropriate behaviour modification strategies such as charts, agreed targets, different independence or other arrangements in place. Advice/support can be obtained from the Assistant Head Teacher (Support for Learning). The Key Worker will meet with the pupil on a daily basis to review the report card. The Key Worker will send a letter home to parents/carers as appropriate.
- Report card. If a pupil's behaviour continues to deteriorate and s/he receives further sanctions, s/he will be placed on report for a period of one week. The Key Worker will inform parents of this. The report card will focus on specific areas for the pupil to improve. At the end of the week on report the Key Worker will review the behaviour with the pupil.
- Meeting with a Senior Care Officer. A Senior Care Officer will see the pupil and, in consultation with relevant people, may decide upon:
A further period of report.
Letter to parents/carers.
Phone call/text/email to parents/carers.
Parents/carers asked to come to school.
- Meeting with a member of the Senior Staff. The Head of Care will see the pupil and, in consultation with relevant people, may decide upon:
A further period of report.
Letter to parents/carers.
Phone call/text/email to parents/carers.
Intervention/support from the Assistant head Teacher (Support for Learning)
Parents/carers asked to come to school.
- Referral to Head Teacher. Any further indiscretions (or very occasionally a serious incident without the preceding sanctions) involving the pupil will result in them being seen by the Head Teacher. This may result in any one of the following;
Letter to parents/carers.
Phone call/text/email to parents/carers.
Parents/carers asked to come to school.
Behaviour/evening activity report.
Exclusion, usually fixed term.

It is regarded as good practice to ensure that the pupil understands the reason for any action taken and is given the opportunity to express their views at each stage. Where possible, staff should ensure that the pupil signs the 'behaviour sheet'.

Behaviour and Discipline: Guidelines for staff

At all times staff should encourage good behaviour through praise and rewards. They should maintain a professional and positive demeanour, which reflects the ethos of the school.

Sanctions

- **Please remember that alternative strategies such as distraction or reminders should be tried before sanctions are used. (see 'Toolkit of Positive Handling' p15)**
- **Any sanction should be carried out or followed through by the member of staff concerned.**

In An Emergency

During the School Day:

In the first instance, if you need help, send a pupil to fetch another member of staff. You can also contact the office via phone/minicom and an available senior member of staff will be found. Don't be afraid to ask for help. (See Green Card advice p13)

Outside School Hours:

There are usually enough staff nearby to provide help. In an emergency a sensible pupil may be sent to fetch another member of staff. Staff taking pupils out of school for activities should always carry out the risk assessment procedures.

Internal Notes

Internal notes are used to pass relevant and factual information between the departments of the school or to record a concern about a pupil.

The member of staff completing an internal note should copy it to:

The Head Teacher
Head of Care
Assistant Head (Support for Learning)
School Staff
Care Staff

The Assistant Head (Support for Learning) and Head of Care will monitor the contents and will liaise with other members of staff as appropriate. The original will be retained only as long as necessary. All other notes should be shredded.

** The exceptions to this are any notes dealing with child protection issues or a disclosure. These are to be taken straight to the Head of Care, and copied to the Head Teacher. If the Head of Care is not in school then the original should be taken straight to the Head Teacher. If the Head of Care or Head Teacher are not in school then the original should be taken to the Assistant Head (Support for Learning) No other copies are to be made or distributed.*

Incident Reports

An incident is recorded on the same form as the internal note and a similar distribution system applies. However, the original should be passed immediately to the Head Teacher, and copied as usual.

If an incident happens and requires a written report, make sure that only factual information is included. Keep it brief and accurate.

If you are unclear about whether to record something as an 'incident' or an 'internal note' check with the Head Teacher, Head of Care or Assistant Head (Support for Learning)

Restraint

We do not use physical punishment at Hamilton Lodge School.

The use of reasonable restraint is justifiable if all other avenues have been tried or considered and only in the following circumstances:

- If a pupil is damaging him/herself, physically abusing another child, member of staff or public.
- If the pupil is putting him/herself in immediate danger through his/her actions or appears likely to do so.

Gentle "steering" of a pupil or holding a hand appropriately is not regarded as restraint. At no time, however, should these involve any element of force.

It is not acceptable to use restraint or force purely to make a pupil follow an instruction.

1. Always ask for assistance
2. Never act out of anger. If you have lost your temper and feel you are losing control of the situation, call another member of staff or (during the school day). If no-one is nearby send for help via the green card system.
3. Whenever possible warn the pupil clearly and firmly that you may have to take physical action if they continue their behaviour (before taking action).
4. The pupil must repeatedly be offered the opportunity of exercising his/her own self-control.
5. If it becomes necessary to use restraint, this must be the absolute minimum and in accordance with the school's 'Team Teach' training. Staff who have not yet had this training should seek help immediately and should avoid using restraint themselves. Staff should never use sufficient force to cause pain or injury. In every case no more force should be used or time taken than is absolutely necessary to effectively resolve the situation.
6. Any restraint must cease as soon as possible.
7. As soon as the pupil has calmed and situation resolved, the pupil must be given the opportunity to discuss the events and what has led up to this. Staff should also take the opportunity to discuss the incident with their line manager.
8. All incidents where restraint is required must be recorded on an internal note (see section marked 'Incident reports' on p 9.)
9. Restraint must only be used as a last resort and must be carried out in accordance with 'Team Teach' training and policy.

The use of restraint is monitored by the Head Teacher with senior staff. Where particular pupils or staff are regularly involved, causes will be investigated and acted upon as appropriate. Where necessary staff will be reminded of the policy and updated training given. Team Teach training will be updated as necessary.

Physical Contact (pupils)

Pupils and staff may need to make physical contact in order to get one another's attention by gently tapping on the shoulder or arm. Punching, poking hard, slapping etc. is not an acceptable way to get another's attention.

Kissing, touching or cuddling in a sexual, suggestive or offensive manner or using sexual, suggestive or offensive signs is considered unacceptable.

Relationships (Boy/Girl friends)

It is not the policy of the school to encourage the development of such friendships. In a residential setting boy/girl friend relationships are often stressful to both pupils concerned and generate rivalry, conflict and frustration amongst other pupils.

If such relationships are formed then initially staff should attempt to discourage this, perhaps by suggesting that just a friendship would be more appropriate for them or by pointing out what is appropriate in and out of school. The situation should be monitored very closely and supervision should be maintained at all times. Reinforce guidance about touching, kissing, personal safety, being responsible, the right to say no, etc.

Although holding hands or putting an arm around another pupil (with their permission) is allowable out of school, any pupils indulging in inappropriate touching, kissing or behaving in a sexual manner towards each other should be dealt with according to the pupil guidelines, using an internal note to refer to senior staff as necessary.

Safeguarding and Child Protection (see school's Safeguarding and Child Protection Policy)

If a pupil requests a private conversation let your colleagues know where you are located and which child you are with. Do not close the door, and never lock the door. Never make promises like "I promise to keep this a secret".

If a pupil is making a serious allegation, do not make personal comments, look shocked or surprised, make judgements or ask any leading questions, which could change the information which the pupil is giving you. Do seek advice from the Head Teacher or Head of Care. You may also need to ask a colleague to be present in order that you have both interpreted this information correctly. Tell the pupil that you need to inform other persons, whom and why. Keep the pupil informed of all actions you intend to take and ensure that the pupil fully understands what is happening.

If you are concerned about the pupil's emotional or behavioural state, make a note on the white board in the staff room or ask the Head Teacher to mention it at the daily briefing. Do not pin a copy of any notes to the board.

Personal Possessions

Pupils' belongings are searched only on the grounds which are explained to the pupil concerned, and where failure to carry out the search might put at risk the welfare of the pupil or others. Searches will only be undertaken with the specific authorisation of a member of the Leadership Team.

Green Card Response

Green Cards will be responded to by GS, LW, JP and JG. In their absence, staff will be informed of green card response person via the staff room white board or morning briefing.

When to send me?

In an emergency.....

- If you cannot manage pupils' behaviour.

- If the situation feels dangerous and there is no one else to help.

The role of the green card response is to diffuse a potentially dangerous situation. Any consequences for the pupil will be followed up later if necessary. There will not always be an apparent sanction.

But not.....

To ask a senior member of staff to reprimand pupils.
(this can be done later)

To show a senior member of staff what has just happened (this can be done later, too)

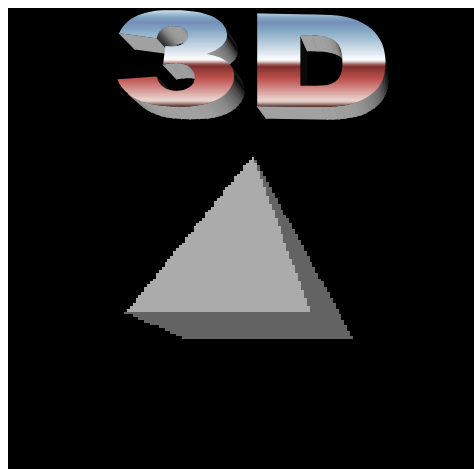
And remember.....

There may only be one senior member of staff available. This might mean you have to wait if another situation is more urgent.

A Toolkit of Positive Handling.

- Be in your classrooms/houses ready to receive the children.
- Leave the room as you would wish to find it.
- Meet and greet pupils and smile!
- Start and finish with a word of praise.
- Praise in public but sanction in private.
- Keep calm and never act in anger.
- Remember the best outcome for the pupil is a learning outcome.
- Remember that you are the adult.
- Build bridges not barriers.
- Always ask for help/ accept help when it is offered.
- Catch them getting it right!
- Use humour
- Do something unusual.
- Remember there are no winners or losers.
- 3D Divert, diffuse and de-escalate.
- Watch your body language and facial expression Appear relaxed!
- Give choices
- Unfold your arms!
- Keep your hands open, don't point your finger.
- Respect the pupil's personal space.
- Stay calm
- Give lots of praise
- Tactically ignore! (you don't have to react to everything)
- Do not personalize things.

DIVERT
DE-ESCALATE
DEFUSE



About behaviour- What happens ? School

What happens?	When?	Tell my mum and dad Yes/No	Why?	Staff Sign name	Me Sign name
1. Staff explain. remind me not to behave like that.					
2. Detention					
3. Meeting with Class Tutor. Letter home.					
4. Report card. One week.					
5. Meeting with Mrs Peacock. Letter home or Parents/carers come to school.					
6. Behaviour carry on. See Mr Sheppard (Letter /phone / email / text or parents / carers come to school or have to stay at home.					

About behaviour- What happens ? Care No 1

What happens?	When?	Tell my mum and dad Yes/No	Why?	Staff Sign name	Me Sign name
1. Staff explain remind me not to behave like that.					
2. I miss something (like no video or going out).					
3. Meeting with Key Worker. Letter/phone/email/text home.					
4. Report card One week.					
5. Meeting with Caroline and Jo. Letter/ phone home/email or text.					
6. Meeting with Laura +Caroline or Jo. Letter/phone call home/text/email or parents/carers come to school.					
7. Behaviour carry on. See Mr Sheppard. (Letter /phone/text/email or parents/carers come to school or have to stay home.					

About behaviour- What happens ? Care No 15

What happens?	When?	Tell my mum and dad Yes/No	Why?	Staff Sign name	Me Sign name
1. Staff explain remind me not to behave like that.					
2. I miss something (like no video or going out).					
3. Meeting with Key Worker. Letter/phone/text/email home.					
4. Report card One week.					
5. Meeting with Michael. Letter/ phone/text/email home.					
6. Meeting with Laura Michael. Letter/phone/text/email call home or parents/carers come to school.					
7. Behaviour carry on. See Mr Sheppard. (Letter /phone/email/text or parents/carers come to school or have to stay home.					

Good Behaviour or Improvement

Good behaviour. What?	When?	Tell my mum and dad. Yes/No	Certificate or letter home.	Staff Sign name	Me Sign name

Date

Dear **(Parents/Carers name)**,

I am writing to you to inform you that I currently have a few concerns over **(pupil's name)**'s behaviour which has at times been poor. I have explained to **(pupil's name)** that **his/her** behaviour is unacceptable. We have discussed ways in which **s/he** can make improvements and how we as a school can support **him/her in** doing this. I have enclosed a photocopy of **(pupil's name)**'s 'behaviour sheet' which outlines the specific behaviour.

I would be grateful if you could discuss **(pupil's name)**'s behaviour with **him/her** over the weekend.

Thank you for your support in this matter.
Please do not hesitate to contact me should you require any further information.

Yours sincerely

Exclusion from Hamilton Lodge School

According to the Pupil Guidelines and the disciplinary approach of the School, exclusion is regarded as a serious step in our range of sanctions. As far as possible we adhere to the statutory requirements of education legislation which applies to schools in the maintained sector. However, as a non-maintained school we reserve the right to act according to the needs of each situation and recognise that, whilst we wish to be in close contact with parents/carers, our agreement to provide education is with the placing LA.

As a residential school we recognise that there are occasions when the emotional and behavioural demands placed on pupils who are away from their family can result in the need for a pupil to spend some time at home. In these cases, time at home may not necessarily be treated as a disciplinary exclusion but rather as an agreed absence.

As a special school we recognise that there may be occasions when we can no longer meet a pupil's special educational needs. Although every effort will be made to make an alternative placement through the annual review and assessment process there may be occasions where a pupil who is temporarily excluded does not return to Hamilton Lodge School but remains at home whilst alternative educational arrangements are made.

The power to exclude a pupil from Hamilton Lodge School is exercisable only by the Head Teacher for disciplinary reasons and/or where allowing a pupil to remain in school would have a severely negative effect upon the education or welfare of other pupils. Exclusions may be permanent or for one or more fixed periods not exceeding 45 days in any one school year. It is regarded as good practice to ensure that the pupil understands the reason for any action taken and is given the opportunity to express their views at each stage.

Fixed Period Exclusion

When excluding a pupil for a fixed period, the Head Teacher will inform the parents/carers of the exclusion and the reason for it. Unless the decision to exclude is made immediately prior to a planned journey home, parents/carers will be asked to collect their child from school. If this is impossible, alternative arrangements may be made with the parents/carers or LA for transport home.

Notification is generally first made by phone/text or email in order to make appropriate transport arrangements and also to arrange for the parents to meet the Head Teacher or a senior member of staff where this would be helpful.

As soon as possible the Head Teacher will inform the parents of the appropriate person to contact within their LA and of any steps that have been agreed with them. A decision to end or extend the period of exclusion may depend upon further steps being taken within the child's home area in order to facilitate the child's re-integration at a later stage and parents/carers will be kept informed of these either by the school or the LA representative.

When the period of exclusion exceeds more than a few days, the Head Teacher will arrange for the pupil to receive work to do at home, which will be marked either during the exclusion or when the pupil returns to school. Every possible effort will be made to prevent a pupil missing public examinations or failing to complete course work as a result of exclusion.

Arrangements for re-entry to the school will be discussed with the parents/carers and, where appropriate, the pupil, prior to the pupil's return.

Appeals

Parents/carers may appeal against the decision to temporarily exclude their child and will be informed about how to do this when they are notified of the exclusion. It is a decision of the Governors whether to consider parental representation given in writing or to convene a hearing. If a decision is made to uphold the appeal, then record of the exclusion will be removed from the pupil's file.

Permanent Exclusion

The Head Teacher may decide upon permanent exclusion where the behaviour of the pupil is such that they have failed to respond to either the school's sanction or support procedures. Permanent exclusion is regarded as a last resort when the Head Teacher considers that the school has taken all reasonable steps to avoid excluding the pupil, and when allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or to that of others in the school.

Where the Head Teacher decides that a pupil should be permanently excluded this decision will be made known to the Chair of Governors, the LA and the parents/carers, who will be informed of the date of the Governors' meeting which will consider whether to uphold the Head Teacher's decision.

Reinstatement

The disciplinary committee of the Governing Body may decide to direct the Head Teacher to reinstate a pupil who has been permanently excluded or to uphold the Head Teacher's decision and will do so within 20 school days of the Head Teacher's notification to the parents/carers. The parents will be informed of the outcome of this decision as soon as possible and will be advised of their right to appeal. LAs may also wish to make representation against the decision to permanently exclude at this stage.

Appeals

Hamilton Lodge School supports the right of appeal for parents/carers of a pupil who has been permanently excluded. Where the disciplinary committee upholds the decision to permanently exclude, parents/carers must appeal within 15 school days of receiving notification of their right to appeal and should do so in writing, setting out the grounds on which the appeal is made. The appeal will be considered by the appeals committee of the Governing Body and parents/carers will be notified of the date of appeal meeting. If witnesses are called, the committee will call upon the Head Teacher first to inform them of the circumstances which led to the exclusion. The members will endeavour to create an informal atmosphere whilst acting in accordance with the formal procedures of the meeting.

The decision of the appeals committee may be reached by a majority but a unanimous decision is preferred. The communication which informs parents/carers and the LA of the decision should state the principal facts and arguments accepted and the conclusions reached by the Appeals Committee. The decision of the Appeals Committee will be regarded as representative of Hamilton Lodge School, Hamilton Lodge Brighton Ltd and Hamilton Lodge Education Ltd and will be regarded as final.

Removal from the Admission Register

The pupil's name will not be removed from the register until the appeal process has been concluded in favour of the exclusion, the time limit for appeal has expired, or the parent/carer has decided not to appeal. In exceptional circumstances a pupil may continue to attend Hamilton Lodge School on occasional days to sit public examinations after this date and will remain on the register until the last day of attendance. Details of the pupil's date of removal from the register will be sent to the LA and the fee amended accordingly in negotiation with the LA's representative and the Executive Director on behalf of the school.

We all want to be able to learn, be happy and feel safe in our school.



- Arrive on time and be ready to start lessons.

- Bring the things you need for lessons.



- Respect and be kind to staff and pupils.



- Look after property.



- Concentrate and try your best.