



Policy to Promote Good Behaviour – Rewards – Sanctions - Exclusions

This policy sets out the standards of behaviour required of pupils attending Hampton Pre-Prep and Prep School and outlines both the rewards used to encourage good behaviour and the sanctions adopted in the event of misbehaviour.

Audience

This policy is for all pupils at Hampton Pre-Prep and Prep School, therefore, includes the Early Years Foundation Stage (EYFS), Pre-Prep and Prep Departments.

Introduction

At Hampton Pre-Prep and Prep School, we aim to create a friendly and supportive environment, one that is safe and well-ordered, where all may flourish. We encourage in the individual a desire for self-discipline and a sense of responsibility. Pupils see the advantages and benefits of a well-ordered community where work may be carried out, and where each pupil learns tolerance and respect for self and others. We help pupils to understand that discipline is for all in order to support their personal development.

Good behaviour is promoted in a number of ways and there is a strong pastoral ethos at the School, which encourages positive spiritual, moral, social and cultural attitudes. A copy of this ethos is printed and displayed around the School. Assemblies and Personal, Social and Health Education (PHSE) lessons, which at Hampton Pre-Prep and Prep we call Life Skills and Personal, Social and Emotional Development (PSED) in the EYFS, both focus on core values, especially the following: kindness, respect, generosity, tolerance, sensitivity towards others, citizenship and social responsibility. Members of staff are expected to act as positive role models, as are senior pupils on each site.

It is our belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils are promoted by regular praise, congratulation and affirmation. A school culture that is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships, but also to the fulfilment of the pupils' potential both academically and socially. Most importantly, we support the pupils' personal development.

The School Code

The School aims to ensure its policies and School Code are applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person.

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The Dress Code, which applies is set out in the School Code and other documents published from time to time. Parents have an opportunity to see the School Code before they accept a place. Copies are available from the School Office.

When parents accept a place at Hampton Pre-Prep and Prep School for their child, they confirm that they accept the authority of the Headmaster, and of other members of staff on the Headmaster's behalf, to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School Community as a whole.

Discipline is not an end in itself, but rather a means to ensure that all pupils benefit fully from the opportunities the School provides. This policy, therefore, needs to be read in conjunction with other policies.

Related Policies and Procedures

This policy links with a number of other school policies and procedures:

- School Code;
- Admissions Policy;
- Anti-bullying Policy;
- Care and Supervision Policy;
- Disability Discrimination Policy;
- Equality Opportunities Policy;
- Learning Support Policy;
- Restrictive Physical Intervention Policy;
- Staff Behaviour Policy.

Hampton Pre-Prep and Prep School Staff can rely on full support from senior colleagues in applying the School's policies.

It is essential that the staff act as good role models – by being responsible and self-disciplined, courteous and caring to each other and to the pupils. Each member of staff should create in their own department/classroom a safe, ordered and happy environment. Being safe means providing emotional as well as physical security.

Staff should, therefore, endeavour to:

- Build a good working relationship;
- Insist on courtesy and good manners;
- Be consistent and fair;
- Constantly reinforce by praise – good manners, self-discipline and responsible behaviour;
- Be aware that staff and children make the environment together and should take joint responsibility for it.

Principles of Behaviour

We value and celebrate the diverse heritages of everybody at Hampton Pre-Prep and Prep School, but alongside this, we value and celebrate being a part of Britain.

In accordance with Part 2, paragraph 5 (a) and (b) of the Guidance on Promoting British Values in Schools (2015), fundamental British values are actively promoted in much of what we do, during school assemblies, RE and Life Skill sessions. These values are closely aligned to Hampton Trust's vision and values.

As well as actively promoting fundamental British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to British values, including 'extremist' views.

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015.

It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion.

Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. At Hampton Pre-Prep and Prep School, our Prevent work depends on effective partnership with the police and the local authorities in the areas from which are children are drawn.

Staff must be vigilant and to this end receive training as part of our safeguarding training.

Staff must consult with the Designated Safeguarding Lead immediately should they feel a pupil may be vulnerable to radicalisation.

Further guidance can be found in *'The Prevent Duty – Departmental advice for schools and childcare providers' (June 2015)* and in *'Keeping Children Safe in Education (September 2018)*.

We promote the value of recognising the worth of each other, celebrating our individualism, and enjoying and nurturing all contributions to the School community.

The School holds the belief that each child is unique and precious. We recognise that each individual has strengths and weaknesses, their own facets to their personality, and their own likes and dislikes.

Our School is a community where each person is recognised and finds a secure and caring place in which to grow and develop. Each person, child and adult alike, has a part to play in creating a positive and happy atmosphere. We actively promote good behaviour in all our children by helping them develop an awareness of being a member of our community, and the wider world, and their responsibilities towards the rest of its members; this is a critical part of their personal development.

Children should enjoy a calm and harmonious environment, and experience polite, fair and caring relationships. Mutual respect and time to listen to each other and accept the opinions of others are important aspects. Sharing, turn-takings, kind words and actions are praised and encouraged.

We nurture the children's growing independence and develop their skills and confidence in dealing with conflict and difficult situations. We do work with the children and enable them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement.

Our School provides a safe and secure environment by making clear what is acceptable and unacceptable behaviour, by using a consistent approach, and by employing strategies, activities and curriculum that are appropriate to the children in our care. We work closely with parents to support children who may be demonstrating unwanted behaviour, sharing strategies and providing additional one-to-one time for the child if they are in need of extra emotional support.

We encourage the personal development of each child by fostering positive relationships, self-discipline, self-regulating behaviour, alongside the skills of speaking, listening, observing, thinking and concentrating. We recognise the importance of positive self-esteem in the learning process. The more children understand their emotions, the less likely they are to feel disconnected from the learning process. Instead of channelling their emotional difficulties in to conflict and confrontation, they will be able to find means of engaging in positive ways.

Golden Rules

At Hampton Pre-Prep and Prep, we follow the Golden Rules (based on Jenny Moseley's Circle Time principle); these are moral values that the entire School Community is encouraged to practise.

The six simple Golden Rules are as follows:

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| * Do be gentle | * Do look after property |
| * Do be kind and helpful | * Do work hard |
| * Do listen to people | * Do be honest |

These rules are explained to everyone and the children were involved in the writing of these rules when first adopted. Posters display the rules around the School. All adults ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and learning right from wrong.

The introduction of Golden Time (see Pre-Prep Rewards and Sanctions below) in Pre-Prep and following the Golden Rules throughout the School have been enormously beneficial in reinforcing positive behaviour. Incentives are essential in spreading good news and help to create a very positive ethos in School. Additionally, it enables the School to raise the profile of a group of hardworking children, whose behaviour can, sometimes, be overlooked and taken for granted.

We work hard to make Golden Time a special time in Pre-Prep with interesting and stimulating activities that are quite different from our usual activities. By doing so, we strive to ensure that the children really treasure Golden Time.

Practice

- We recognise that children vary in their maturity and awareness of others, but all are likely at times to display emotional outbursts. They have a strong sense of 'self', and need time and support to also develop as members of a group. Children are also easily affected by tiredness, hunger or illness, and may develop very immediate needs and wants that are not always expressed with regard to others. It is important to recognise the differing stages of physical and personal development that children in the EYFS to the end of Year 6 in Prep may be at, and the different factors that

affect children's behaviour, in order to employ a range of strategies to use. Strategies may encompass distraction, discussion, praise, individual adult support in certain tasks or situations, for example. It is recognised that after trying positive methods, sanctions may also be necessary.

Children's reactions and behaviour may differ from day to day, and the strategies used will stem from the close relationships between staff and children. For example, we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Instead, staff seek to praise and encourage desirable behaviour such as kindness, turn taking and willingness to share.

- Physical or verbal abuse by one child to another is to be dealt with quickly by staff to safeguard other children. Children who have hurt another (by action or words) may need time to calm down and regain control in a quiet place (for example, the book corner in the Pre-Prep or the Library in Prep). Staff should ensure that the child is safe, and when able, to show that such behaviour is unacceptable and help the child realise the consequences of their actions upon others. Staff may also need to give reassurance that the child is still cared for.

Any such significant incident will be recorded in both children's records (Incident Form completed by either RT or IM, Pupil Profile and/or Parent Interview Sheet; copied to the School Office), with the parents being informed as soon as possible.

- Physical punishment, such as smacking or shaking, will NOT be used. Under Section 131 of the Standards Framework Act 1998 staff at Hampton Pre-Prep and Prep School are not permitted to use any form of corporal punishment; it is a criminal offence to use physical punishment or the threat of it to the children in our care.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances. Physical intervention is only to be used with minimum force in circumstances such as preventing an accident or injury to the child, another child, adult, to preventing serious damage to property, or in what would reasonably be regarded as exceptional circumstances – please refer to Restrictive Physical Intervention Policy for more information. Such significant incidents are to be recorded on the Restraint Record form and reported to a member of the SMT, who will inform the parents.

- Positive behaviour, such as kindness, honesty and self-control is praised and rewarded through a range of carefully designed responses; these include but are not exclusive to the awarding of House points and positive recognition in both verbal and non-verbal forms.
- Throughout the day, we model and guide the behaviour we expect our children to rely on to deal with any conflict that may arise. Circle time for discussions about 'what is the best thing to do' and 'how other people feel' will form a part of Personal, Social and Emotional learning. This will occur in both planned Life Skills activities, and arise naturally out of daily interactions. Children should be involved, where possible, in evolving 'rules' and expectations of behaviour. This will concern areas where children are able to understand the problems and find solutions (e.g. deciding how many children can play in the sand at one time or, in the Prep Department, learning to share the playtime equipment).

- Other areas include:
 - i) Children are encouraged to develop awareness of safety by not running in the indoors, being careful generally, walking quietly up/down the stairs and during a fire drill, for example.
 - ii) A pride in the School identity is encouraged by wearing the School uniform. Parents are asked to ensure their children are dressed smartly and in accordance with the Dress Code.
 - iii) Children and adults should speak politely to each other, with rudeness or swearing being clearly discouraged. Staff try to provide a positive role model for the children with regard to friendliness, care and courtesy. Modelling polite manners such as saying “please” and “thank you”.
 - iv) Respect for property is to be developed by staff encouraging children to take care of games, books, and toys, and helping to tidy equipment away.

- Parents should feel able to be involved in promoting and supporting the ethos of the School. Discussions with parents about behaviour should include celebration of positive behaviour, as well as concerns. Parents are invited to help plan strategies to deal with difficulties regarding behaviour.

- Children with behavioural difficulties requiring differing and additional support will be managed through consultation with the Head of Learning Support in either Prep or Pre-Prep. Additional support and well-planned strategies will be recorded on a child’s profile, with support from Richmond/Kingston EYFS SEN advisor or outside agencies as required.

- As part of induction, new staff are made aware of the School’s approach to behaviour and discipline; this includes reference to the DfE Advice Behaviour and Discipline (January 2016). Furthermore, staff may access training and support with regard to behavioural issues as appropriate and as required.

- Students on placement in the School are given an induction, including details on behaviour and discipline. Students are given appropriate levels of supervision and support, and are helped to understand the importance of a range of strategies of managing behaviour. Students are also advised to seek help from members of staff with any situation in which they may feel uncomfortable or out of their depth.

Our aim is that rewards should greatly outnumber sanctions.

In line with our stated ethos and the Hampton Trust’s aims, we recognise that the pupils’ personal development is encouraged by praise and a positive attitude from us all. It is important, however, that pupils are made aware that sanctions do exist when their behaviour is not acceptable.

We see discipline and good order as being an essential foundation for a successful school with lively, hardworking and happy pupils. In this context, praise and rewards may be at least as important as sanctions. The most significant kind of school incentive is the lively and continued interest a pupil sees that a teacher takes in his/her work and activities, and the most effective reward is their enthusiastic praise for whatever s/he does well.

Pre-Prep Rewards and Sanctions

In the Pre-Prep both the reward and sanction system ties in with **Golden Time**. Golden Time is a reward for keeping the Golden Rules. It takes place on a Friday afternoon and pupils in Reception to Year 2 sign up for their chosen 'golden activity'. Missing selected amounts of time from their chosen activity sanctions pupils who fail to keep the Golden Rules. It is, therefore, vital that pupils experience the joy of Golden Time in order to really care about losing it.

A warning system is operated through a system of clouds. Pupils, therefore, have a chance to earn back their Golden Time, as their name may be removed from the sad cloud (stage 2 – 3) if their behaviour improves.

The system operated in the Pre-Prep is thus:

1. First verbal warning;
2. Second warning - name on the sad cloud;
3. Third verbal warning – tick by name on the sad cloud;
4. Final verbal warning, name on the very sad cloud and the child receives a red card (*a serious misdemeanour may result in an outright red card).

Having one's name on the very sad cloud results in red card and this equates to missing ten minutes of Golden Time. Should this occur on three separate occasions during a term, this results in the loss of the Golden Treat at the end of the term. A log is kept by the Head of Pre-Prep of all red cards issued during an academic year and parents are notified.

It should be stressed, however, that we endeavour to be consistent and positive in our approach. We give pupils the opportunity to modify their behaviour before proceeding to the red card by following this agreed system.

*Serious misdemeanours result in an outright loss of the Golden Treat, but this is at the discretion of the Head of Pre-Prep, in consultation with the relevant members of staff.

Parents are always kept closely informed, therefore, if their child receives three red cards in a term, they will receive a letter from the Head of Pre-Prep and will be invited in to School for a meeting, as we aim to work in partnership with parents to modify unwanted behaviour, shared strategies and a consistent approach are always so important.

Star of the Week

During assemblies on Thursdays, we recognise positive behaviour in the form of Star of the Week. Pupils receive a certificate and badge in recognition for whatever they have done well in; this ties in with the Golden Rules and recipients are recorded in the Star Book.

Courtesy Cup & Badge

Again, in assemblies on Thursdays, one pupil each week receives the Courtesy Cup and a Badge in recognition of courtesy, good manners, good discipline and respect for others. Recipients are noted in the Courtesy Book.

Team points

Team points are awarded to pupils in Reception – Year 2; they can be given for good manners, courtesy, good discipline as well as in recognition of good work. Each week the

total number of team points for each House is added up and the winning team is celebrated in Thursday's assembly.

Prizes

At the end of the summer term, book prizes are awarded (one per Form in Reception – Year 2) for general progress and achievement.

Cups

At the end of the summer term, pupils in Year 2 are awarded various cups in recognition for their contribution or all-round excellence in particular areas of endeavour.

Lunchtime – Rewards and Sanctions in Pre-Prep

Lunchtime Award – Dining Hall

Pupils have the opportunity to earn stickers for their lunch tables. They may be earned in recognition of good table manners, courtesy and general good discipline within the dining hall. The table with the most stickers at the end of each half term earns the lunchtime treat; this means that the table is decorated with a tablecloth and napkins, and the pupils enjoy a special treat of juice and a sweet treat.

In the Playground

Lunchtime Supervisors follow the same Golden Rules system, reporting incidents, both minor and serious, to Form Teachers and the Head of Pre-Prep. This allows staff to note 'patterns of behaviour' and to offer support to children in need of further assistance.

Prep Department – Rewards and Sanctions

Rewards

In the Prep Department, the reward system is operated through the House system.

Excellence Slips

These are awarded to pupils in Year 3 – Year 6; they can be given for achievement, effort, helpfulness, manners, progress and other reasons at the discretion of the staff.

Leadership Roles (Officers of Responsibility)

The Prep community has the opportunity to vote for the positions of Head Boy, Deputy Head Boy and House Captains towards the end of the Summer term.

Monitor badges

The pupils are able to apply to teachers in order to help with tasks and to show responsibility throughout the School. Librarians, Sport, ICT, Music and Art Monitor badges given to reward boys who demonstrate a willingness to contribute to the school community.

Commendations

Three Excellence Slips (the maximum possible) are awarded to a pupil who has had a piece of work presented to the Headmaster for a Commendation by a teacher for a number of reasons; excellence, presentation, effort and progress. A certificate is awarded in assembly. Commendations may also be awarded for courtesy and other commendable personal attributes.

Prizes

The WD James Award is given to the pupil or pupils with the best 11+ result to Hampton School, but has not been offered a Bursary or Scholarship in the examination. Book prizes and trophies are awarded at the end of the School year. For academic excellence, Form prizes for: Progress, Effort and All Round Endeavour and subject prizes are awarded throughout the curriculum, generally to Year 6 boys. Awards are also made for Co-Curricular Activities including music, drama, sporting excellence and general progress.

Sports Awards

As well as those awarded in the major sports at the end of the School year, Year 6 boys may be awarded their Colour Badges; these may be worn on their school blazer. Medals are also presented to those swimmers and athletes who break school records in the respective competitions. Certificates (1st, 2nd and 3rd) are awarded for the various House Competitions throughout the year.

Sanctions

In the Prep Department, the sanction system is operated through a red and yellow card system; Year 6 pupils originally designed this system as the fairest and clearest method. The 2015/16 Pastoral Review revisited this and took on board the pupils suggestions for both Rewards and Sanctions.

Yellow Cards

Yellow Cards are received for minor indiscretions. Thus, a warning system is operated through Yellow Cards. Pupils, therefore, have a chance to modify their behaviour, general organisation or homework before a Card is issued.

The following are areas that might warrant a Yellow Card – persistent inattention, repeated lateness to lessons, repeated calling out, failure to hand in the same piece of homework without a parental reason to justify it, continual disorganisation and untidiness. Yellow Cards can also be issued for disruptive behaviour in the playground or for going into areas deemed to be out of bounds.

The School, however, would prefer to modify these negative behavioural patterns by offering rewards of Excellence Slips to those who manage to meet their obligations as described within the School Code, thus encouraging others to follow suit.

The system operated in the Prep for Yellow Cards is thus:

1. 'ASK, TELL, PENALISE' (A.T.P.) Pupils on occasion are asked to alter their behaviour. If this does not get the desired response the pupil is then told. If the pupil still ignores the advice given a Yellow Card will be issued. It is only applied if the pupil has not responded positively to the warning.
2. Their name and the reason are recorded on the Yellow Card: Notification is then made in the Prep Diary usually by a member of the SMT. A parental signature is required and the pupil must take the signed Prep Diary to the sanctioning teacher. A record of Yellow Cards is kept to identify patterns.
3. If a pupil receives a number of Yellow Cards in succession, then the Form Teacher or one of the two Deputy Heads as appropriate will make contact with the parents after a more formal discussion with the pupil has taken place. At this stage, an 'On Report' programme may be created in partnership with the parents to give the pupil guidance and focus; this will usually last a week.

4. Three Yellow Cards (issued for a variety of misdemeanours) in one term automatically become a Red card and require a formal detention letter from one of the two Deputy Heads as appropriate. This would normally occur on an evening after school until 4.50pm. The School might initiate a parental meeting at this stage.
5. If further Yellow Cards are received then an activity or School event could be missed or a Headmaster's detention awarded depending upon the individual situation.
6. At the end of each term, the accumulated Yellow Cards are cancelled and every pupil starts the new term with a clean slate. Trends, however, will still be evident from the records kept by the Deputy Head Pastoral.

Red Cards

The system operated in the Prep for Red Cards is as follows:

1. A Red Card can be issued for accumulating 3 Yellow Cards in one term.
2. Red Cards will be automatically issued for the following behaviour:
 - Lying;
 - Rudeness;
 - Swearing;
 - Comments of a particularly unpleasant or sensitive personal nature. These could be oral, written or on electronic communications (cyber-bullying)
 - Three or more consecutive pieces of homework missed without a parental note
 - Physical behaviour towards another member of the school community
 - Behaviour that damages the School's reputation in the wider community
3. Red Cards in the Prep will usually result in either, after consultation with the Headmaster, an activity being missed or a detention after school. An 'On Report' programme could also be created in partnership with the parents.
4. If a Red Card is issued, notification must be made in the pupil's Prep Diary requiring a parental signature on return and the pupil must take the card to one of the two Deputy Heads as appropriate and they will issue a detention letter. Please note: a detention would normally occur on an evening after school until 4.50pm. One of the two Deputy Heads would normally be consulted before the issuing of a Red Card.

N.B. The Form Teacher must be informed of all sanctions imposed and these should be recorded on the pupil's Sanction Profile kept by the Deputy Head Pastoral or Head of Pre-Prep

Serious disciplinary matters: Procedures at Hampton Pre-Prep and Prep School

Suspension

A girl or boy may be suspended from School for a very serious breach of the School Code or for an unacceptable pattern of behaviour, often evidenced by repeated red cards and/or detentions (Prep). This sanction indicates to pupils and parents the extreme seriousness with which the School views the offence such that the pupil's place at School is at threat if the pattern of behaviour continues. The Deputy Head (Pastoral) and the Head of Pre-Prep issue suspensions following consultation with the Headmaster.

Serious Disciplinary Matters

For serious breaches of discipline, the pupil may be asked to leave the School permanently:

1. Required Removal

Parents may be required to remove a pupil permanently from the School if, after consultation with the parents and if appropriate the pupil, the Headmaster, the Deputy Heads or the Head of Pre-Prep and they are of the opinion that:

- a) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
- b) if the parents have treated the School or members of its staff unreasonably.

2. Expulsion

A pupil may be formally expelled from the School if it is proved that the pupil has committed a grave breach of discipline or a criminal offence. Expulsion is reserved for the most serious breaches.

A non-exhaustive list of the sorts of behaviour that could merit Expulsion or Removal includes the following:

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the School 's ethos
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.

The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School Rules.

Parents will be contacted to discuss any disciplinary matter, which may result in suspension, or where Required Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Expulsion or Removal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

Serious Disciplinary Matters: Investigation Procedures

As soon as the School becomes aware of the possibility that a serious disciplinary situation has occurred (e.g. alleged bullying, theft, racist behaviour, or illegal substance-related activity) then the matter is taken extremely seriously and investigated thoroughly.

Where it is alleged that a pupil has committed a serious breach of school discipline the Headmaster, Deputy Heads or Head of Pre-Prep should be informed of the matter as soon as is practical. The investigation of serious breaches of school discipline will be carried out by one of the following: the Deputy Head (Pastoral), the Head of Pre-Prep, or the Headmaster. They will consider what sanctions to apply once the investigation has been concluded and the evidence considered.

Procedural fairness is essential in such cases to protect the interests of the pupil(s) accused, along with those of the School and also of the person making the complaint and/or the victim of the alleged behaviour. The principles and procedures that underpin such investigations are set out below. The School follows procedural rules, which have been drawn up on the basis of expert legal advice.

Complaints: Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by one of the Deputy Heads or Head of Pre-Prep. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being suspended, expelled or removed from the School.

Suspension: A pupil may be suspended from the School while a complaint is being investigated or while an investigation is suspended. Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated regime on School premises.

Search: We may decide to search a pupil's space and belongings and ask him to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched. If necessary, the police would be called.

Interview: A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for him to be accompanied by another member of staff. The interviewing member of staff will record a minute of the interview in writing.

Ethos: An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school.

Suspension of an investigation: It may be necessary to suspend an investigation, for example, where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review.

Disciplinary meeting with the Headmaster

Documents available before the disciplinary meeting will include:

- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- the pupil's school file and (if separate) sanctions record
- all relevant School policies and procedures.

Attendance: The pupil's parents and the pupil (if age appropriate) will be asked to attend the disciplinary meeting with the Headmaster which the investigating member of staff (Deputy Head Pastoral or Head of Pre-Prep) will explain the circumstances of the complaint and his / her investigation.

The pupil and his parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format), those requirements should be made known to the Headmaster so that appropriate arrangements can be made. If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

1. The complaints: The Headmaster will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless it is considered that further investigation is needed, he will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities.
2. The sanction: If the complaint has been proved, the Headmaster will outline the range of disciplinary sanctions that he considers are open to him. He will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 24 hours, the Headmaster will give his decision in writing, with reasons.
3. Leaving status: If the Headmaster decides that the pupil must leave the School, he will consult with a parent before deciding on the pupil's leaving status (see below).

Confidentiality

Staff will deal with all disciplinary matters with discretion. In particular, if a boy or girl has been suspended or is asked to leave, staff will not disclose this to any other pupil or other person, except on a need- to-know basis (for example, in seeking to help a boy or girl find a place at another school).

Leaving Status

The expression 'leaving status' refers to whether the Pupil has been expelled, removed or if the offer is made and accepted withdrawn, and to the record which will be entered in to the Pupil's file as to the reason for leaving, and the Pupil's status as a leaver, and the transfer of the Pupil's work to another educational establishment and to the nature of the reference which will be given in respect of the Pupil, and to the financial aspects of the Pupil's leaving. These and any other relevant matters of leaving status will be discussed by the Headmaster,

or his delegate, with the Parents and, where appropriate, with the Pupil, at the time of, or in advance of, the decision.

Corporal Punishment

Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent schools, which includes Hampton Pre-Prep and Prep.

Physical Intervention

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* (July 2013) and as set out in Restrictive Physical Intervention Policy.

Malicious Allegations Against Staff

If there is a malicious accusation made by a pupil against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the School will consider taking disciplinary action in accordance with this policy.

If there is a malicious accusation made by a parent against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the School will consider whether to require that parent to remove their child or children from the School, in accordance with the School's Terms and Conditions.

In accordance with Part 4 of the DfE's guidance *Keeping children safe in education*, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Searching Pupils

Informed consent: The School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out his/her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Records

Administration of major punishments is recorded by the Deputy Head Pastoral.