

## **Policy to Promote Good Behaviour (inc. Rewards, Sanctions, and Exclusions)**

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Date of review	November 2025	Date ratified by Governors	December 2025
Date of next review	November 2026	Reason for review	Annual review

## **The Policy**

This policy sets out the standards of behaviour required of pupils attending Hampton Pre-Prep & Prep School ('the School' or 'HPP&P') and outlines both the rewards used to encourage good behaviour and the sanctions adopted in the event of misbehaviour. This policy is for all pupils at the School and therefore includes the Early Years Foundation Stage (EYFS), Pre-Prep and Prep Departments. HPP&P is part of the Hampton School Trust ('the Trust').

## **Introduction**

At HPP&P we aim to create a friendly and supportive environment, one that is safe and well-ordered, and where all may flourish. We encourage a desire for self-discipline and a sense of responsibility in an environment with the understanding that discipline is for all, to support their personal development. We expect pupils to discover 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.

Good behaviour is promoted in several ways through the strong pastoral ethos at the School, which encourages positive and inclusive 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 (PSHE) lessons, which at HPP&P we call Life Skills, together with Relationships Education and Personal, Social and Emotional Development (PSED) in the EYFS, all focus on core values, especially 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 an ethos where the self-confidence of pupils is promoted by regular praise and affirmation. A school culture that is dominated by a mutual respect between all members of the community will lead not only to harmonious relationships, but also to the fulfilment of the pupils' potential both academically and socially.

## **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.

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 HPP&P 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.

An orderly and well-disciplined environment is a means to ensure that all pupils benefit fully from the opportunities the School provides.

The Dress Code is set out in the School Code and other documents published from time to time.

## **Related Policies and Procedures**

This policy links to, and should be read in conjunction with, other school policies and procedures:

- School Code;
- Admissions Policy;
- Anti-bullying Policy;
- Care and Supervision Policy;
- Equality, Diversity & Inclusion Policy (including the Accessibility Plan);

- Learning Support Policy;
- Life Skills Policy
- Relationships Education Policy
- Restrictive Physical Intervention Policy;
- Staff Behaviour Policy.

### **Expectations of Staff**

It is essential that 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. Feeling safe means emotional as well as physical security is provided.

Staff must endeavour to:

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

As part of induction, new staff (including peripatetic teachers, CCA providers and supply staff) are made aware of the School's approach to behaviour and discipline; this includes reference to the [DfE Advice on Behaviour in Schools \(Last update 19 February 2024\)](#). Furthermore, staff may access training and support regarding behavioural issues as appropriate and as required.

Students on placement in the School are given an induction, including details on behaviour and discipline. They 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.

Pupil-friendly versions of the Behaviour policy (**See Appendix 1**) are explained by form tutors to pupils at the beginning of each term.

HPP&P staff can rely on full support from senior colleagues in applying the School's policies.

### **Principles of Behaviour**

We value and celebrate the diverse heritages of everybody at HPP&P, but alongside this, we value and celebrate being a part of the UK.

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 Skills sessions, and Relationships Education. These values are closely aligned to Hampton Trust's vision and values.

The School holds the belief that each child is unique and precious. We recognise that everyone 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 and support them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement. The 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 need extra emotional support.

We encourage the personal development of each child by fostering positive relationships, self-discipline, and 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 into conflict and confrontation, they will be able to find means of engaging in positive ways.

Members of our community have the right to remain free from bullying or the fear of bullying. All members should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to, and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

**We regard any form of bullying as entirely unacceptable.** We do not accept "I was just ..." or "I was only ..." as excuses. No pupil at the School has the right to indulge in behaviour that produces such unhappiness. Abusive behaviour is taken seriously and should not be dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Every pupil at the School has the right to live his/her life free from such interference. Please refer to the **Anti-Bullying Policy**, which can be found on the School's website, for greater detail - <https://hamptonprep.org.uk/>

### **Golden Rules**

At Hampton Pre-Prep, we follow the Golden Rules; these are values that the entire School Community is encouraged to practise.

The six simple Golden Rules are as follows:

- \* **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.

## 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.

Young children are also easily affected by tiredness, hunger, or illness, and may develop 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.

Behavioural incidents will be recorded on CPOMS with the parents being informed as soon as possible. Any interview between staff and parents must be recorded on CPOMS.

Physical punishment, such as smacking or shaking, will NOT be used. Under Section 131 of the Standards Framework Act 1998 staff at HPP&P 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. We also do not condone the use of physical chastisement outside of the School and have a duty to refer any instances of this to the appropriate authorities (please refer to the Hampton School Trust's Safeguarding policy which can be found on the School's website).

Section 93 of the *Education and Inspections Act 2006* enables 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, or an adult, to preventing serious damage to property, or in what would reasonably be regarded as exceptional circumstances – please refer to the School's **Restrictive Physical Intervention Policy** - [click here](#) - for more information. Such significant incidents are to be recorded on the **Restrictive Physical Intervention Form**, which can be found in this policy, (see **Appendix3**), and reported to a member of the Senior Leadership Team (SLT), 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 Excellence/Team points and positive recognition in both verbal and non-verbal forms. Children and adults should speak politely to each other, with rudeness or use of inappropriate language being clearly discouraged. Staff try to provide a positive role model for the children regarding friendliness, care, and courtesy and modelling polite manners such as saying "please" and "thank you".

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.

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 Education 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).

Children are encouraged to develop awareness of safety by not running in the indoors, being careful generally, walking quietly up/down the stairs and, for example, during a fire drill.

A pride in the School identity is encouraged through wearing of the School uniform. Parents are asked to ensure their children are always dressed smartly and in accordance with the Dress Code which can be found in the School Code.

### **Working with Parents**

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 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 willingly encouraged to help any member of the teaching staff to plan strategies to deal with their own child's difficulties regarding behaviour, as may be relevant.

### **Children with Special Educational Needs or Disabilities**

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.

### **Use of Rewards and Sanctions**

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**

In the Pre-Prep both the reward and sanction system tie 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 to really care about losing it.

The introduction of Golden Time 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.

Additional rewards in the Pre-Prep are as follows:

#### *Rainbow*

In each classroom (Reception – Year 2), the rainbow operates in conjunction with the cloud system described below. Children may be placed on the rainbow by members of staff for consistently keeping the Golden Rules and, as a result of being on the rainbow, receive a special rainbow sticker and certificate. Additionally, they enter a draw and may be selected to take ‘tea’ with the Head of Pre-Prep.

#### *Star of the Week*

During assemblies on Thursdays, we recognise positive behaviour and good effort 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 (Reception – Year 2) 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 number of team points for each House are totalled 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.

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 Award – Dining Hall*

Pupils can 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 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.

### **Pre-Prep Sanctions**

A warning system is operated through a system of clouds.

1. First verbal warning given, for example, for not listening, interrupting others, or lack of effort;
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.

Pupils 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.

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

**Treat.** At the end of each term, the children enjoy a Golden Treat as a reward and celebration for keeping the Golden Rules.

### *Serious Misdemeanours*

Serious misdemeanours, for example, unsafe behaviour, use of inappropriate language, damaging school or pupils’ property, physical behaviour or unkind verbal behaviour may result in an immediate red card or 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.

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.

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 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.

### **Prep Rewards**

In the Prep, both the reward and sanction systems are underpinned by the **Hampton Pre-Prep & Prep Values**. House and Community values were established in consultation with key community stakeholders including pupils, parents, staff and Governors .

There are several ways in which the pupils are recognised for demonstrating our values.

### *Excellence Points – Academic Points and PRIDE Points*

Academic Excellence Points are awarded to pupils in Year 3 – Year 6; they can be given for achievement, effort, and progress.

PRIDE Points are given to pupils demonstrating Hampton Prep Values. These values are shown below:

here are several ways in which the pupils are recognised for demonstrating our values.



Pupils are rewarded individually for their efforts but, equally, their individual efforts contribute towards the weekly House Disc challenge, which is awarded in the Celebration assembly for the House who has collectively received the most PRIDE Points.

Pupils are awarded badges when they reach a certain threshold and parents are automatically updated via email.

Bronze Badge: 20 Excellence Points

Silver Badge: 40 Excellence Points

Gold Badge: 60 Excellence Points

House Colour Badge: 100 Excellence Points

Platinum Badge: 150 Excellent Points

At the end of each term, the pupil with the most Excellence Points in each house will be awarded the Excellence Points Trophy.

#### *Headmaster's Commendations*

Pupils are recommended by staff for a Headmaster's Commendation for academic excellence, presentation, effort, and progress. Commendations may also be awarded for courtesy and other commendable personal attributes. A certificate is awarded in assembly.

#### *Prizes*

Several prizes are awarded at the end of the year at the Annual Prizegiving. These include prizes for progress, endeavour, sports, performance, and citizenship.

Termly Academic Cups are awarded to boys in Prep for individual effort, progress, and achievement. These are chosen by Form Tutors in liaison with subject teachers. Cups are presented in the final assembly of each term.

#### *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 (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>) are awarded for the various House Competitions throughout the year. Man of the Match certificates are handed out weekly in assembly to reward outstanding effort behaviour or performance in sports fixtures.

#### *House Pupil Points and Shield*

The Heads of Houses regularly chose a member of their House who has demonstrated the School's ethos and values, these pupils are awarded a pupil point in Assembly. At the end of each term, the Heads of Houses recognise a pupil in their House who has embodied these values over a significant period; the pupil's name is engraved on the shield.

#### *House Breakfast*

At the end of the term, Form Tutors nominate a member of their form to attend the House Breakfast. This is hosted by the Deputy Head Pastoral together with all the Form Tutors, celebrating pupils who have consistently embodied our school values.

### **Prep Sanctions**

In the Prep Department, the sanction system is designed to allow the pupil to modify their behaviour and learn from their experiences.

### *Ask, Tell, Consequence*

Where there are concerns, pupils are asked to alter their behaviour. If this does not achieve the desired response, it is then explained to the pupil that a Warning will be issued if their behaviour does not change. If the pupil still ignores the advice given a Warning will be issued. Staff will log this onto the monitoring system, and it will be followed up by the form tutor. This is also sent to the Deputy Head Pastoral, who keeps a general overview.

### *Yellow Cards*

**Accumulation of Warnings** - Yellow Cards are issued if four Warnings are accumulated in a half term, the Form Tutor will issue a Yellow Card. Pupils, therefore, have a chance, having received warnings, to modify their behaviour, before a Yellow Card is issued. **Automatic Yellow Card** - A Yellow Card is issued automatically if an issue is more serious, for example, lying, damaging school or pupils' property, inappropriate language, or dangerous behaviour. The Deputy Head Pastoral will authorise the Yellow Card to the pupil and where necessary a restorative conversation will take place. Where the incident involves harm to another student, they will be included in the restorative conversation.

### *Red Cards*

**Accumulation of Yellow Cards** - If four Yellow Cards are accumulated in one term, a Red Card is issued.

**Automatic Red Card** - A Red Card may also be issued automatically depending on the severity of the issue, for example, repeated unkind verbal or physical behaviour.

When a Red card is issued, the Deputy Head Pastoral will make contact directly with the parents and the pupil will attend a reflection session which takes place after school at 4.50pm. The reflection session allows the pupil to reflect on the consequences of their action and to make restitution, where appropriate, so that the pupil can move forward from the incident.

### **Serious disciplinary matters: Procedures at HPP&P**

A pupil 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. This sanction indicates to pupils and parents the extreme seriousness with which the School views the offence; 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.

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

**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 are of the opinion that:

- 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
- if the parents have treated the School or members of its staff unreasonably.

**Expulsion** - A pupil may be formally expelled from the School if it is proven 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 behaviour that could merit Expulsion or Required 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, and other prejudiced-based and discriminatory behaviour or persistent bullying (including cyber-bullying);
- misconduct of a sexual nature; supply or possession of pornography;
- possession or use of firearms or other weapons;

- vandalism
- computer hacking or other technological interference with the smooth running of the School;
- persistent attitudes or behaviour which are inconsistent with the School 's ethos and values;
- malicious allegations against members of the School community; malicious capture, circulation or manipulation of footage or images of members of the School community
- 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 procedures for handling with Serious Disciplinary Matters can be found in **Appendix 2**.

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.

**Children with a Special Educational Need or Disability** - 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.

### **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 (September 2025)*, 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 Headmaster and staff authorised by the Headmaster, 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.

This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched.

### **Records**

All sanctions are recorded in the SIMS and/or CPOMS system by staff or the Head of Pre-Prep/ Deputy Head Pastoral.



## Pre-Prep Pupil Friendly Behaviour Policy

### What we want our school to be like.

Our school is a happy and safe school where respect is very important. It is a school where we celebrate that we are all different and are proud of our differences. We want everyone to behave in a friendly and respectful way with no bullying. Everyone at our school is equal and should be treated fairly. This doesn't always mean that we treat everybody the same, instead we respect one another's differences and understand that sometimes different people need different things to make things 'the same' because we are all unique.

### How should we behave and why?

We should behave in a respectful and appropriate way. This means we should be friendly and kind to everyone. We should have pride in our learning and should try hard to make the right choices, always do our best to respect each other, their views and opinions, our property, ourselves and our learning environment.

### Our Golden Rules

At Hampton Pre-Prep, we follow the Golden Rules; these are values that the entire School Community is encouraged to practise.

Our Golden Rules are:

- \* Do be gentle
- \* Do be kind and helpful
- \* Do listen to others
- \* Do look after property, yours and other's
- \* Do work hard
- \* Do be honest

### Rewards



#### What happens if we behave appropriately?

Our values are very important to us – integrity, honesty, perseverance and teamwork. We are rewarded when we display our values and to celebrate our achievements.

We get rewards like...



At the end of each half term, the children enjoy a Golden Treat as a reward and celebration for keeping the Golden Rules.

## Sanctions



### What happens if we don't behave appropriately?

For example:

- Talking or distracting others when the teacher is talking,
- Calling out,
- Walking around the classroom,
- Being silly when lining up,
- Not following instructions,
- Being unkind,
- Wasting task time,
- Breaking class rules,
- Defacing others' / school's property.

Having an opportunity to reflect and to change our behaviour is very important. We give warnings so everyone has the chance to reflect on their behaviour...



We believe everyone deserves a chance to change their behaviour and make good choices, so you can always earn back Golden Time through good behaviour which moves your name off the sad cloud.

Staff can give us yellow cards instantly if an issue is more serious, for example, lying, damaging school or pupils' property, inappropriate language, or dangerous behaviour.

Your parents are notified of red cards and Mrs Murphy keeps a record of all red cards given. Getting three red cards during a term results in the loss of the Golden Treat at the end of that Term.

## Appendix 2 - Serious Disciplinary Procedures at HPP&P

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 usually 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 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 based on 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 consider 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 complaint/s: 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 consider any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be considered. 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. 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.

### Appendix 3 - Restrictive Physical Intervention Form

Name of Child	<input style="width: 95%;" type="text"/>	Age	<input style="width: 95%;" type="text"/>
Details of restraint	<input style="width: 98%;" type="text"/>		
Date	<input style="width: 80%;" type="text"/>	Time	<input style="width: 80%;" type="text"/>
	Location	<input style="width: 95%;" type="text"/>	
Description of what happened			
<input style="width: 98%; height: 50px;" type="text"/>			
Adults involved in the restraint			
Name	<input style="width: 98%;" type="text"/>		
Name	<input style="width: 98%;" type="text"/>		
Name	<input style="width: 98%;" type="text"/>		
Details of action taken			
<input style="width: 98%; height: 50px;" type="text"/>			
Results			
<input style="width: 98%; height: 50px;" type="text"/>			
Was the child injured?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give details			
<input style="width: 98%; height: 50px;" type="text"/>			
Were any adults injured?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give details			
<input style="width: 98%; height: 50px;" type="text"/>			
Was there any damage to property?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give details			
<input style="width: 98%; height: 50px;" type="text"/>			
Signature of Witness	<input style="width: 95%;" type="text"/>	Date	<input style="width: 95%;" type="text"/>
Signature of Staff Member	<input style="width: 95%;" type="text"/>	Date	<input style="width: 95%;" type="text"/>
Signature of Parent	<input style="width: 95%;" type="text"/>	Date	<input style="width: 95%;" type="text"/>