Behaviour Policy

Hampton College

Policy last reviewed:	**September 2026**
Next review due:	**September 2027**
Ratified by:	**Local Governing Body**

1. RATIONALE (from the College Statement of Vision and Values)

Our vision is to be an excellent school; we promote and expect the highest standards of student behaviour, in order that high quality learning can take place and so that all students can feel happy coming to school.

Hampton College will have a positive ethos which emphasises respect, responsibility and participation; we will place a high emphasis on establishing positive relationships with students, based on honesty and fairness; everyone will be expected to behave with courtesy and good manners. At our secondary phase we embrace our school's Vision and Values statements and at our primary phase there is a great emphasis on the PROUD values, which is the primary approach to our though school Vision and Values.

At both phases, we will employ a range of Rewards and Sanctions in the management of student behaviour; these are reviewed regularly and published to students and parents. Our Rewards and Sanctions will reflect and reinforce the ethos of Hampton College.

Bullying is not tolerated and we will make this clear to all students each year. We will use a number of strategies to combat bullying, including the use of peer mentors, contracts of behaviour, social skills interventions, friendship circles and the use of 'restorative justice' (enabling those exhibiting bullying behaviours to understand why the behaviour was so serious and to enable him/her to try to make amends to the victim). We will also work with parents to ensure that any concerns raised are addressed in a timely manner and appropriate support is provide for students where necessary.

2. CONSULTATION

This policy is reviewed by the Full Governing Body.

3. LEGISLATION AND GUIDANCE

This policy is based on the following guidance from the Department for Education (DfE) and UK laws:

- Behaviour in schools: advice for headteachers and school staff February 2024
- Searching, screening and confiscation: advice for schools July 2023
- The Equality Act 2010
- Keeping Children Safe in Education July 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- Restrictive interventions, including the use of reasonable force, in schools December 2025
- Supporting pupils with medical conditions at school August 2017
- Special Educational Needs and Disability (SEND) Code of Practice September 2024
- Sharing nudes and semi-nudes: advice for education settings working with children and young people March 2024

4. ROLES AND RESPONSIBILITIES

4.1. The Heads of School, at both phases, will have responsibility for ensuring this policy is implemented and for reporting to governors on its impact.

Each Head of School is responsible for any exclusions from school and for informing parents, the local authority and governors in accordance with DFE regulations.

4.2. Staff, parents and students all have a role to play in ensuring positive behaviour at Hampton College.

4.2.1. Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
  - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
  - Modelling expected behaviour and positive relationships
  - Providing a personalised approach to the specific behavioural needs of particular pupils
  - Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
  - Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
  - Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
  - Recording behaviour incidents promptly
  - Challenging pupils to meet the school's expectations

4.2.2. Students are made aware of:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be:

- supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- supported to develop an understanding of the school's behaviour policy and wider culture.
- asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Provided with extra support and induction if they are mid-phase arrivals.

4.2.3. Parents have a responsibility to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy whilst working in collaboration with them to tackle behavioural issues.

4.2.4. Governors have a responsibility to:

- ensure that the College's Student Behaviour Policy (and related policies) are not discriminatory, are communicated to all relevant stakeholders and are effective in supporting good teaching and learning;
- listen to the views of students, parents and staff in keeping the policy under review and when making amendments;
- set the ethos, aims and values of the College;
- ensure that arrangements are made to safeguard and promote the welfare of students.

5. Behaviour Curriculum

At Hampton College, our behaviour curriculum is built around our core values and is designed to ensure that students develop the knowledge, skills and attitudes they need to be successful in their future lives. Our values of People, Learning, Positive Behaviour, Health, Leadership, Community, Environment and Future are promoted throughout the school through form time activities, academic mentoring, assemblies and our enrichment programme. We also place a strong emphasis on our motto of Progress, Partnership and Pride, which underpins our ethos and daily practice. Our rewards system reflects these principles, recognising and celebrating students who demonstrate our values and contribute positively to the school community.

Pupils are expected to:

- Put our values into practice
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move with purpose around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum

6. REWARDS AND SANCTIONS

6.1. Equality

The law expects schools to take into account a student's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make 'reasonable adjustments'.

The behaviour policy should also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they may have underlying needs that are not currently being met.

Hampton College strives to apply rewards and sanctions fairly and consistently, believing that this approach reflects true equality. However, adjustments may be made if a student's disability limits their understanding of the consequence of their actions or if staff feel that the student's safety may be compromised. A students' personal circumstances will also be taken into consideration.

6.2. Rewards

Fundamental to the maintenance of a positive ethos at Hampton College is the consistent use of a rewards system, which identifies and celebrates a wide range of achievement, including contribution to school life. Research has demonstrated that sanctions and punishment alone will not have the desired effect of promoting good behaviour and conduct.

At the secondary phase, the College seeks to recognise and celebrate students through a range of rewards, including verbal recognition, positive Bromcom points, postcards home, Headteacher's commendations, celebration assemblies and special rewards such as Hot Chocolate with the Headteacher. By recognising success in a variety of ways, we aim to increase students' motivation, engagement and sense of achievement. Rewards earned by students also contribute to the inter-house behaviour competition. In addition, students are recognised for demonstrating our school values and are encouraged through academic mentoring to go above and beyond in their learning, conduct and contribution to the wider school community

At primary phase, through verbal praise and recognition, use of stickers and stampers, Head of School awards, use of PROUD points, postcards home and informal good news discussions with parents, celebration assemblies and other rewards, the College will seek to include all those deserving of praise and so improve their motivation and engagement.

The introduction of 'Evergreen' has raised recognition for those who always follow the PROUD values.

6.3. Sanctions

The College will encourage positive behaviour and seek to generate behavioural improvements through a variety of means, such as praise and celebration and communication of its values, by the building and maintaining of strong positive relationships. However, there will be occasions when the College will be required to apply sanctions to improve behaviour and reinforce with students the importance of their own good conduct, the right of other students to learn and the right of teachers to teach.

Strategies used by staff at Secondary Phase include:

- verbal reprimand and discussion;

- removal from lessons;
- negative Bromcom points;
- phone call home;
- parental meetings;
- behaviour report cards;
- detention (in school hours);
- College detention (afterschool);
- internal exclusion;
- mentoring;
- suspension;
- referral to Behaviour Panel;
- alternative provision
- tuition;
- time out at Primary Phase, Hampton Gardens or another local school;
- permanent exclusion.

Strategies applied at the Primary Phase will include:

- use of the traffic light system, which is consistent across the phase;
- verbal reprimand and discussion;
- time out of the classroom;
- time out with another teacher;
- 'Reflect and Repair' time
- referral to key stage leaders or Core SLT members (Head of School, Deputy Head of School or Assistant Head of School);
- discussion with parents;
- internal exclusion;
- suspension
- referral to Behaviour Panel
- permanent exclusion.

The Rewards and Sanctions Documents (Secondary and Primary) provide more detail on how rewards and sanctions are applied. This document is updated annually and is regularly discussed and shared with staff, students and parents.

6.3.1. Detentions (secondary phase only)

- Detentions can be set by any member of staff, with responsibility for supervising students;
- Whole-class detentions are rarely considered appropriate;
- Although parental consent is not required for detentions, Hampton College seeks to work with parents to bring about a change in behaviour and would hope that any sanction put in place is supported at home;
- A student in lunchtime detention must have reasonable time to eat, drink and go to the toilet;
- The school will ensure that an after-school detention is reasonable and that student safety is not compromised. Parents will be informed if their child is to be placed in College detention and a student will not be kept for any longer than 10 minutes (without parents being notified) at the end of the day.

6.3.2. Confiscations

Under the terms of the College's Code of Conduct and the law, students are prohibited from bringing onto the school site or having in their possession when in College uniform or an organised school visits (residential/non-residential) various items and goods.

Legally prohibited items are as follows: illegal drugs; alcohol; weapons; knives and other dangerous items inappropriate for school and likely to cause harm to others; stolen items; cigarettes, tobacco or e-cigarettes / vapes.

In addition, the school does not allow the following items as they are not considered to be conducive to effective teaching and learning and the maintenance of good discipline: quantities of food and drink for distribution and self-profit; material of a racist, sexist/sexual or homophobic nature; aerosols and inappropriate clothing or jewellery.

Mobile phones should be placed in a phone pouch on entering the school; please see the mobile phone policy for more detail.

(Confiscations are usually returned to the student at the end of school day; parents may be asked to collect electrical equipment or items that are not handed over in line with the Partnership Code.)

6.3.3. Confiscations of prohibited items – key points:
There are two sets of legal provisions which enable school staff to confiscate items from students:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items;
- **Power to search without consent** for weapons, knives, alcohol, fireworks, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the Police.

7. Malicious Accusations Against School Staff

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Support for Behaviour Improvement

Whilst the behaviour of the vast majority of students is excellent, there are some students, who for various reasons, disrupt learning and can be challenging around school. Hampton College is committed to trying to modify this poor behaviour and to enable students to make positive choices in terms of their conduct and learning.

The behaviour of individual students is monitored regularly and carefully and students are identified according to their level of need. Where the behaviour of students gives rise to concern, students will be helped to improve. Where necessary, detailed support plans will be put in place, with parents invited into school to help formulate the plan. Details of the types of support can be found in the Rewards and Sanctions documents.

8.1 Use of the Zones of Regulation (Primary Phase)

The Primary Phase uses the *Zones of Regulation* as part of its approach to supporting children's emotional regulation, wellbeing and positive behaviour. The Zones of Regulation framework helps children to recognise, understand and manage their emotions and levels of alertness so that they are ready to learn and engage positively with others.

The framework teaches children that all emotions are normal and acceptable. Children are supported to identify how they are feeling through four colour-coded zones:

- **Blue Zone** – feelings such as sad, tired, ill, bored or low energy.
- **Green Zone** – feeling calm, focused, happy, ready to learn and in control.
- **Yellow Zone** – feeling worried, excited, frustrated, anxious, silly or beginning to lose control.
- **Red Zone** – feeling overwhelmed, extremely angry, frightened, distressed or out of control.

Staff use the language of the Zones of Regulation consistently across the Primary Phase to support children in developing self-awareness, emotional literacy and self-regulation skills. Visual prompts, class discussions, check-ins and individual support may be used to help children identify their current zone and select appropriate regulation strategies.

Where appropriate, pupils may be supported to access agreed regulation tools or strategies, such as:

- movement or sensory breaks;
- calm spaces within the classroom or wider school environment;
- breathing and mindfulness techniques;
- adult support and restorative conversations;
- personalised regulation plans for pupils with identified needs.

The Zones of Regulation are not used as a behaviour sanction system. Instead, they provide a supportive framework that enables staff to understand the reasons behind behaviours, teach regulation skills and help children return to a state where they are ready to learn. The approach supports Hampton College's commitment to inclusion, positive relationships and meeting the needs of all pupils, including those with additional social, emotional, mental health or special educational needs.
The use of the Zones of Regulation complements the College's PROUD values, restorative approaches and wider behaviour systems, helping children to develop the skills required to manage their emotions, make positive choices and contribute positively to the school community.

9. Behaviour Beyond the School Gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives the Head Teacher a specific statutory power to regulate a student's behaviour in these circumstances 'to such extent as is reasonable'.

A student may be disciplined for any misbehaviour when:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- they are identifiable as a student at the school by other means;

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- undermines the authority and position of a member of staff;
- could adversely affect the reputation of the school.

10. Suspensions & Permanent Exclusions

School policy is informed by 'Suspensions and Permanent Exclusions from Maintained Schools and Academies and Pupil referral units in England, including pupil movement' (DfE Guidance July 2026).

For serious incidents of poor behaviour (such as verbal or physical abuse to another member of the school community), the Head of School may resort to excluding pupils, either for a suspension or permanently. Persistent lower-level disruption may also result in a suspension. All exclusions are monitored by the governing body each term and the Executive Headteacher on a half-termly basis.

Where an excluded student is due to sit an external examination, suitable arrangements will be made to ensure the student can still sit the examination.

The school is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, the school will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Before taking an exclusion decision, the Head of School will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child; and
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

10.1 Actions Taken Following a Serious Incident

- The pupil is kept under direct supervision during the investigation
- Written details of the incident are collected from those involved before any decision is made
- The parent/carer is telephoned by a senior member of staff to outline the incident

- In the case of pupils with a statement of SEN/EHC Plan their Local Authority SEN team will be informed.

10.2 Suspensions

If a decision is taken to suspend a pupil for a fixed term:

- A letter is emailed and posted, outlining the incident and the length of the suspension. The parents' right to make representations about the suspension to the governing body is highlighted.
- A meeting is set up for the parent/carer and pupil to attend on return from suspension, with a senior member of staff.

Following this meeting:

- The pupil is reinstated
- The pupil may be placed on report
- Behaviour support and 'reasonable adjustments' will be reviewed*
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the suspension and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the governing body will meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term.

If requested to do so by parents, the governing body must consider the reinstatement of a suspended pupil if that pupil would be suspended from school for more than five (5) school days but not more than fifteen (15) in a single term.

10.3 Decision to Permanently Exclude

Permanent exclusion should be a last resort and will usually be taken in response to:

- In response to a serious breach, or persistent breaches, of this policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

(*Such strategies would include school-based interventions and/or the involvement of external agencies).

The National Standard list of reasons for permanent exclusions is:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse

- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

10.3.1 Permanent Exclusion Report

When the Head of School decides to permanently exclude a pupil the Executive Headteacher must be informed and the governing body must set up a Disciplinary Committee to review the case. In advance of the Disciplinary Committee the Head of School will prepare an exclusion report which explains why the pupil was excluded. This will be in line with the DfE guidance 'Suspensions and Permanent Exclusions from Maintained Schools and Academies and Pupil referral units in England, including pupil movement' (DfE Guidance July 2026).

10.3.2 Permanent Exclusion Procedure

DfE guidance clearly explains the procedures to be followed if a permanent exclusion is applied. These procedures must be followed precisely. The services of a properly trained clerk are secured for exclusion hearings.

Parents' Responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

10.3.3 Continuing Education during the Exclusion Period

For the first five days of a suspension, the school will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six days or longer the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions the school will set work as described above for the five days following a permanent exclusion.

The Head of School may impose a suspension which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents notifying them of the suspension. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion follows a five-day suspension, the responsibility of Hampton College for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

10.3.4 A Managed Move to another School

Where a pupil is at serious risk of permanent exclusion a managed move to another school may be considered. If a managed move is rejected by the parents, the Head of School will put this is writing to them so that there is evidence that the strategy

was suggested if a permanent exclusion is imposed at a future point.

10.3.5 Re-instatement

If the pupil is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The school will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further suspension or permanent exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

11. Searching students

School staff can search learners with their consent for any item.

The Head of School and staff members authorised by the Head of School have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. At Hampton College, the Head of School has authorised members of the Senior Leadership Team to have the power to search.
Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and e-cigarettes, lighters and matches
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner)

For further information regarding the searching of students please see the appendix C.

11. Use of restraint

In the event that a student needs to be restrained staff will follow the Hampton Academies Trust – Use of restraint policy.

12. Monitoring and Evaluation

The Governing Body will evaluate the impact of this policy by receiving data from the Heads of School, analysed by various characteristics to monitor any trends and to ensure that diversity and inclusion policies are adhered to with respect to behaviour management:

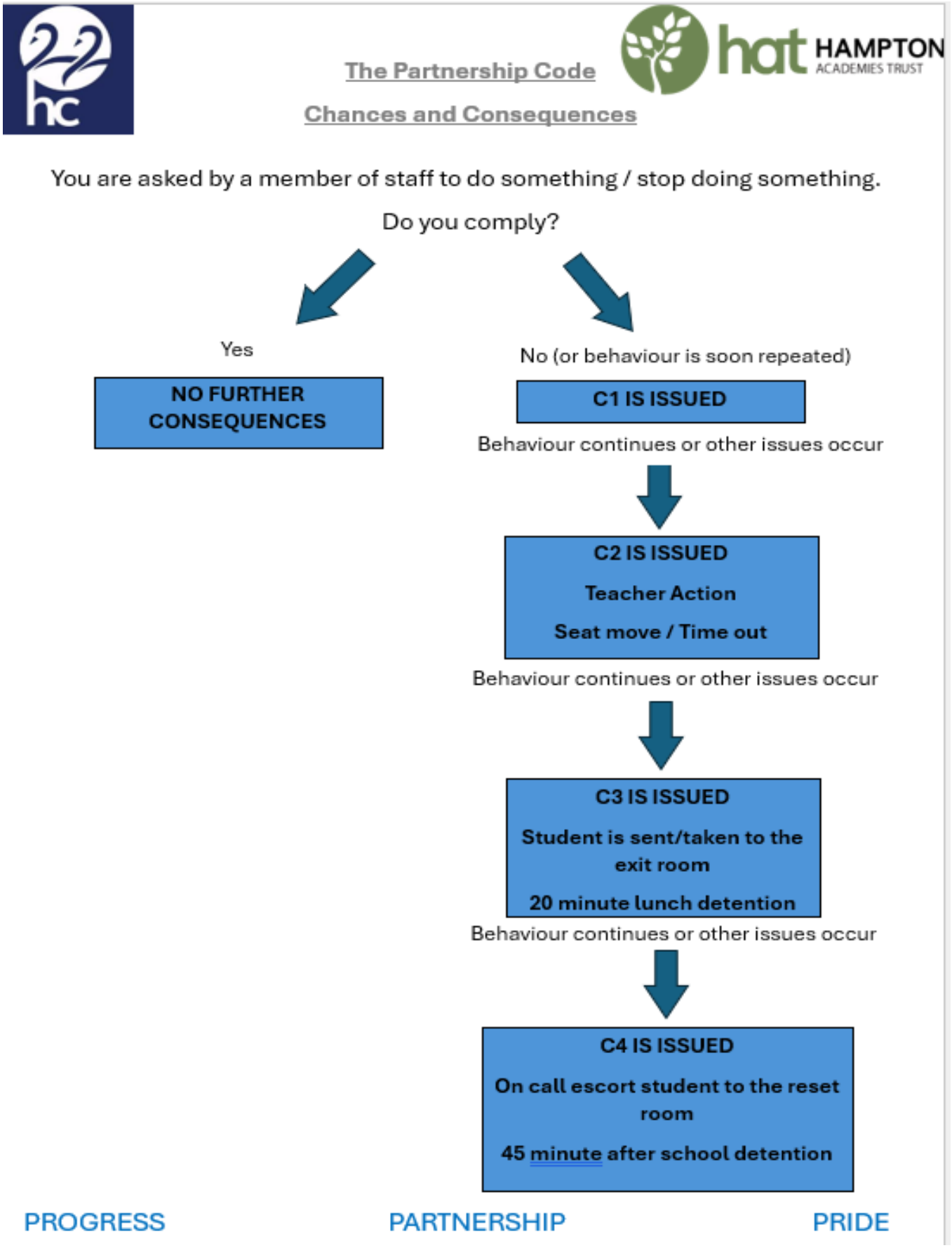
- suspensions and permanent exclusions (including reasons);
- trends in the numbers of identified rewards and sanctions.

13. Additional Documentation

- College Code
- Anti-bullying Policy

- Rewards and Sanctions
- Equal Opportunities Policy
- Drugs Policy
- Safeguarding and Child Protection Policy
- Home School Agreement
- Primary phase behaviour documents
- Hampton Academies Trust – Use of restraint policy

Appendix A – Classroom Code (secondary phase only)



Appendix B – The Partnership Code – Secondary Phase only

The Partnership Code

Confiscations

This code applies both inside and outside lessons

You are challenged over an item that is not permitted (typically a phone, headphones, hoodie etc.)

Do you comply?

YES

Item confiscated and returned from Student Services at 3.10pm (provided not dangerous or prohibited item)

NO FURTHER CONSEQUENCES

NO

Staff will give you a clear chance to change your mind.

Item confiscated and returned at 3.10pm

Still not complying

P1 WARNING

Still not complying

Referred to on-call staff who will confiscate item, returned at 3.10pm

P2 ISSUED—30 MINUTES AFTER SCHOOL

Still not complying

Referred to SLT who will confiscate item and return to parents

P3 ISSUED—INTERNAL EXCLUSION

Still not complying

P4 ISSUED—EXTERNAL EXCLUSION

Appendix C - **Guidance on Searching and Confiscation**

Following the publication of the Safeguarding Practice Review report on the case of child Q, the DFE reviewed and updated its guidance on searching, screening and confiscation from September 2022.
The updated DFE guidance places a greater emphasis on our safeguarding duty which means that there is a need to balance:

- The need to safeguard all students by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of students suspected of possessing these items

The 'best interests' of the child should always be the primary consideration

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search students and confiscate items.

We should also be vigilant about possible biases affecting the decision to search a student

We should also consider that all students have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by your school must be justified and proportionate.

We should be aware that a search could infringe upon a student's wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- Impact on a student's dignity or reputation if they are searched or suspected of possessing prohibited items

Treat confiscations as a safeguarding issue

Young people in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Paragraph 20 of KCSIE highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying students who may benefit from additional support in school, a referral to an outside agency or to children's social care. The DSL will be informed of any searches that we believe reveal a safeguarding risk, or where we have reasonable grounds to suspect that a student was in possession of a prohibited item.

Who can carry out a search?

Although common law allows any staff member to conduct a search with the student's permission, at Hampton College the Head of School has authorised members of the Senior Leadership Team to conduct searches.

A search can be carried out if:

- The student agrees to the search, **or**
- The authorised staff member has 'reasonable grounds' to suspect that the student may have a prohibited or banned item.

Under law:

- The person carrying out the search **must** be the same sex as the student being searched
- There **must** be another member of staff present as a witness to the search

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

The member of staff witnessing the search must also be the same sex as the student being searched **if** this is reasonably practicable.

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

What you can search for:

Authorised staff members can search a student for:

- Any items with the student's informed consent
- Prohibited or banned items, with or without the student's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury (including the student) or damage to property

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

Other items banned at Hampton College

In addition to the list above, authorised staff members can also search for other specific items banned at Hampton College.

Carrying out a search

Before carrying out a search

The authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other students and staff
- Explain to the student why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the student's cooperation

If a student refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the student:

- Is in possession of a prohibited or banned item
- Doesn't understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the student still refuses to cooperate:
- It may be appropriate to sanction them in line with the school's behaviour policy
- If the search is not needed urgently, seek advice from the Head of School, DSL or Deputy Head of School. During this time, the student should be supervised somewhere away from other students
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the student from harming themselves or others, damaging property or causing disorder. **Reasonable force can only be used to search for prohibited items.**

Searching a student's clothes
Search the student in an appropriate location that offers privacy from other students.

Authorised staff can search a student's pockets and require students to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:
- Hats
- Scarves
- Shoes or boots

Students **must not be asked** to take off any further items of clothing.

It is important that we are sensitive to whether a student is wearing outer clothing for religious reasons when you conduct a search. For example, a female student should not be asked to remove a headscarf she's wearing for religious reasons if the witness is male.

Searching a student's possessions
Authorised staff can search lockers, desks and bags in the presence of the student and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff).

A locker is only allocated at the start of the year if there is agreement that it can be searched.

Only police can conduct a strip search

School staff are **not** allowed to carry out strip searches. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:
- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the student might have concealed such an item

Call the police into school as a last resort

Always put the best interest of the child first. This means that before you decide to call the police into school you should first:
- Make sure that you've exhausted other approaches
- Carefully weigh up the risks to the student's mental and physical wellbeing with the need to conduct a search

If it is deemed necessary to ask the police to conduct a strip search, it is important that the guidance is read thoroughly prior to this happening.

A record of all searches, whether or not any items were found, will be made on MyConcern

Confiscations

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or students
- Is a prohibited or banned item
- Is evidence in relation to an offence

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. They should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

Appendix D -

Home-school agreement (secondary)

Our vision is to support students to be the very best that they can be; to make appropriate choices in their lives, to reach their potential academically and to take an active role in their communities. To achieve this, school, parents and students need to work together.

As a school

We will:

- Support your child's wellbeing by providing a safe, supportive and caring environment where everyone is valued
- Model positive relationships based on courtesy, honesty and respect. Where applicable, we will resolve problems through discussion and negotiation
- Discuss any concerns about your child's well-being, attendance or behaviour with parents / carers and respond to any concerns raised.
- Encourage students to develop spiritually, morally and socially
- Let parents / carers know what students will learn each year
- Provide a broad and balanced curriculum that caters for all our students. Work will be assessed and students will understand how to improve.
- Ensure through regular monitoring and assessment, that additional needs are identified and catered for in conjunction with parent / carer support and quality first teaching
- Staff will regularly update their subject knowledge and understanding of how all children learn, including those with SEND, to ensure that lessons are engaging, contain elements of fun and lead good progress.
- Set regular home learning that is relevant and supports work that is completed in class
- Monitor and update on your child's progress at parents' meetings and in the termly grade card
- Promote high standards of behaviour and tolerance so that we can maintain a safe environment. Expectations are explained regularly to students and are outlined in our school policies.
- Offer opportunities for parents and carers to get involved in school life
- Communicate with home through letters, newsletters, texts, email, the school website and on social media.
- Respond to communications from parents in a timely manner, and in line with school policy

---

Parents/carers

I / We will:

- Encourage my child to try their best so they can reach their full potential
- Ensure my child attends school regularly and on time. I will notify the school if my child is absent
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school. I know that I can contact the school if I require assistance with this

- Let the school know of any concerns that I have about my child that may affect their well-being, behaviour in school or their ability to learn
- Support my child to complete their home learning on time
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Support the school to make sure my child understands the school's expectations and work with the school to encourage them to behave appropriately
- Treat all members of the school community with care and respect
- Try to communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Read communication sent home by the school and respond where necessary
- Work with the school in a positive way to resolve any issues by getting in touch, accepting that there are always two sides to a story and not using social media to air grievances.

Students

I will:

- Treat all members of the school community with kindness and respect
- Speak to an adult about any concerns I have about my or another student's safety
- Arrive at school and my lessons every day on time and ready to learn
- Understand that the school uniform helps to identify me as being part of the school community and wear it correctly
- Bring to school the equipment I need each day
- Try my very best to do my work and ask for help when I need to
- Complete my home learning on time and, if I have a problem with this, speak to my teacher
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Understand and follow the expectations of the school. If there are issues, I will work with the school to resolve them
- Look after my school including school equipment and the school environment; show respect for the local community
- Act as an ambassador of Hampton College on the journey to and from school.

Appendix E -

Hampton College (Primary Phase) Home School Agreement

Our aim is to be an outstanding college, and we believe that this can only be achieved through a partnership between our children, staff, parents / carers and Governors. We have agreed on the Vision and Values of Hampton College and a copy of these are available on our website. In the primary phase our PROUD aspirations are indicators of the Vision and Values of Hampton College. We agree that racism, intolerance and bullying are totally unacceptable and will deal with any such issues appropriately.

The College agrees to:

- Provide the very highest standard of education for all children.
- Offer an interesting and exciting curriculum that meets the needs of all children.
- Teach lessons in a fun, stimulating and interactive way in order to engage all learners.
- Develop students academically, spiritually, morally, socially, culturally, physically and emotionally.
- Celebrate your child's academic and personal achievements.
- Promote the importance of healthy living, healthy lifestyles and healthy eating.
- Provide regular marking, feedback and next steps for work completed by our children.
- Set regular, interesting Home Learning tasks which are relevant to children's learning.
- Offer parental consultation sessions once a term and an annual, written end of year report.
- Be a welcoming, respectful and safe place, which values all people equally.
- Promote positive, honest, courteous and fair relationships between staff, parents / carers and our children.
- Promote positive behaviour management, where positive behaviour is actively encouraged and rewarded and negative behaviour is addressed through a 'Restorative Justice' approach, enabling staff and children to discuss and resolve unacceptable behaviour in an appropriate way with appropriate sanctions.
- Inform parents / carers about any serious incidents or accidents which occur at the college.
- Work with parents / carers where concerns around attendance or punctuality to school arise.
- Communicate effectively regarding all school matters.
- Encourage relationships with parents / carers through regular events in school and by operating an open door policy.

The Governors agree to:

- Support the college in attaining its Vision and Values.
- Meet regularly to set the direction of the college.
- Monitor what is happening within the college, providing support and challenge to the Headteacher and Senior Leadership Team.

We, the parents/carers, agree to:

- Work in partnership with Hampton College to support its Vision and Values.
- Send our child to school in the correct uniform and encourage our child to wear the Hampton College uniform proudly as a member of the learning community.
- Ensure our child attends school regularly and punctually, and is in school by 8.55am every morning.
- Inform the college of any absences our child has due to illness or other exceptional circumstances by 9.15am on each day of absence.
- Arrange family holidays during school holidays to minimise the impact on taking our child out of school during term time.
- Support the college's behaviour policy and encourage our child to be responsible and respectful.
- Attend parent consultations to discuss our child's progress and how we can support them.

- Support Home Learning activities set by the college.
- Inform the college of any matters that might affect our child or impact on their achievement in school.
- Ensure the college has up to date contact details, including an emergency contact telephone number.
- Uphold the school's Safeguarding policy by not publishing photographs from school events on social networking sites or other public places.
- Drive and park safely and responsibly when dropping off / collecting our child from school.

I, the child, agrees to:

- Follow the PROUD approach and make my teachers and parents proud of me by;
- Playing and learning together calmly
- Respecting others
- Owning our school (by looking after the people and the building)
- Understanding boundaries
- Doing my best… always.
- Be proud of my achievements, and the successes of my friends and peers.
- Take responsibility for my own behaviour.
- Be honest if things go wrong.
- Be reflective and learn from my mistakes.
- Wear my Hampton College uniform correctly, with pride.
- Come to school on time.
- Complete my Home Learning activities and hand them in, on time, to my teacher.
- Talk to the adults if I am sad, unhappy, worried or need somebody to help me.

Appendix F -Primary Phase Rewards and Consequences

READY	RESPECTFUL		SAFE	
It's good to be green! **PROUD VALUES** 	**Daily** PROUD points - 10 a week to achieve 30 minutes PROUD time. Gold, silver and bronze proud points. Well Done postcard home - at least one a day PROUD value stickers or other stickers - 3 or 4 a day Opportunity to reset at lunchtime and move back to green.	**Weekly** PROUD house point totals PROUD Time Head of School Award WOW awards Pen license certificates Special recognition certificates PROUD house weekly trophy Attendance trophy - Fortnightly	**Termly** Attendance certificates termly Evergreen Treat - persistent positive behaviour	**Yearly** 100%/Excellent Attendance certificates House winner for the year trophy
YELLOW Behaviour examples include: • Interrupting the teacher consistently • Distracting others consistently • Disrupting the learning of the class • Calling out/talking/being overly noisy • Moving around without permission • Being unkind to others/name calling • Not completing work to a satisfactory standard	**Warning 1** Child is prompted discretely to 'turn their behaviour around. Nonverbal cue or quiet verbal reminder	**Warning 2** If specific behaviour continues, supportive action to support behaviour may be used, e.g. moved within class.	**Move to Yellow** If specific behaviour continues, the child is moved to yellow. Teacher writes name on desk whiteboard. 5 minutes of play/lunchtime missed A conversation with the class teacher Teacher logs on One Drive behaviour record.	
AMBER Behaviours examples include: • Refusing to follow instructions • Bringing in banned items from home • Rough play/play fighting • Leaving the classroom without permission • Lying • Refusing to enter the classroom • Hurting someone on purpose * • Throwing food • Damaging/throwing school property • Deliberately spitting • Swearing • Being rude to staff/back chat	**1 Warning given** Child is prompted discretely to 'turn their behaviour around' (non-verbal or verbal) Supportive action to support behaviour may be used, e.g. moved within class. * *If a child has been hurt **deliberately** then both the parents of the aggressor and the victim must be informed* **Staff will use their discretion to decide whether or not giving a warning is appropriate**		**Move to Amber** 10 minutes of play/lunchtime missed 10 minutes in class to complete 'Reflect and Repair' sheet A conversation with the class teacher Teacher logs on One Drive behaviour record.	
RED Behaviour examples include: • Stealing • Intimidating/threatening others verbally or physically • Fighting or causing serious/ deliberate harm • Abusive language • Bullying • Vandalism to school property • Prejudicial incidents - racism, homophobia, relating to disability • Criminal damage • Physical assault on a member of staff • Leaving school without permission • Unsafe behaviour • Persistent refusal • Deliberately spitting at someone	**Move to Red** Reported to Team Leader. Logged on One Drive behaviour record. Parental contact made to inform of incident. Red letter sent home, MUST be checked by LJT (Assistant Head) If there is an incident of physical assault against a member of staff, a 'Significant Incident' log must be completed and handed to TL immediately. Playtime/lunchtime missed and 'Reflect and Repair' sheet must be completed. 15 minutes of PROUD time lost		**2nd Red** Reported to CORE SLT - PRJ/MJS/LJT Logged on One Drive behaviour record. All PROUD time lost. Parental contact made to inform of incident. **Possible outcomes:** Internal seclusion Fixed Term Exclusion Behaviour Contract/Report Behaviour Management/Pastoral Support Plan SENCO involvement	

The current model has been altered slightly to encourage children to go above and beyond and showcase their abilities to be **PROUD** members of Hampton College.

Many children show a high standard of the PROUD values daily, and we would like to show recognition for this.
Children who remain on green for the entire half term will be 'evergreen' and be part of a special event on the last day of each half term.

If children are moved to yellow 3 or more times in a half term, they will not take part in the 'evergreen' event.

There are 2 reset points throughout the day where if children show a positive change to their behaviour, then they can move back to green.
This is at the discretion of the class teacher.

Children who show a high standard of the PROUD values will be recognised for their efforts and move from green to the PROUD badge. Children who achieve this may receive a PROUD sticker or a 'Well done' postcard home.

All children will start each day on green.

Children will be moved to yellow following 2 verbal warnings for their behaviour.

Children will be moved to amber following 1 verbal warning for the behaviour.

Children will be moved to red for severe behaviour.