



HAMPTON SCHOOL

PASTORAL
HANDBOOK

Hampton School Pastoral Handbook

Headmaster's Foreword

Dear Parents

I am delighted to present you with our Pastoral Handbook, so that you know what policies we have in place, as a School, to promote the well-being of your child.

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Please read through each of these policies, which have been developed for the welfare of our pupils. We place great emphasis on communication between School and Parents. Please use the contact points explained in this handbook, and please do not hesitate to contact senior members of staff, including myself, if you have serious concerns. For routine matters, please contact your son's Form Tutor or his Head of Year. It would obviously be helpful to meet these members of staff, and there will be opportunities to do so early in your son's time here. We believe that Hampton is a very happy school. We very much hope that your son will be happy and successful at Hampton, and we will do everything we can to ensure that he is.

Yours sincerely



Kevin Knibbs
Headmaster

1. Hampton School's Moral and Spiritual Ethos

Hampton School regards the moral and spiritual development of its pupils as being of great importance, indeed as central to the enterprise of preparing young people to be responsible and fulfilled members of society. The following attitudes, qualities and skills are considered to be of particular importance for all members of the Hampton community:

- A growing sense of responsibility for one's own actions, and for the effect of one's actions upon others.
- A deepening sense of commitment to the well-being of others in the wider community, locally, nationally, and globally.
- A sense of respect and appreciation for the natural world, and an awareness of the interdependence of human life with other life forms.
- A growing disposition towards generosity rather than selfishness, kindness to others, and a clear rejection of unkindness, cruelty, or bullying.
- A sensitivity to the feelings and needs of those with whom one lives and works, and a willingness to be of practical help in contributing to their well-being.
- The development of a mature sense of self-confidence and self-worth, with a disposition to humility rather than arrogance.
- The development of honesty, truthfulness, and the development of personal integrity.
- The recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs.
- A rejection of all forms of prejudice on the basis of race, gender, class, sexual orientation, religion or disability.
- A readiness to look beyond materialism.
- A willingness to reflect upon and think critically about one's experiences, opinions, choices and response; a readiness to adapt, grow, and change.
- A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life.
- A growing ability to cope with the experiences of suffering which human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death).

Moral and spiritual development is an organic process affected by the whole range of a person's experiences. The School's role in this should therefore not be seen in isolation. Parents and family, activities and commitments outside School and, in some cases, involvement in a particular religious faith will contribute in a variety of ways to a young person's development. Hampton School is thoroughly committed to its role in this partnership.

2. Pastoral Contacts for Pupils

A pupil's Form Tutor can deal with the majority of pastoral issues. A pupil can approach his Form Tutor (or any other member of staff) at any time for advice and guidance. Pupils have two registrations per day, in the morning and the afternoon, and these are ideal times for a pupil to speak to his Form Tutor. In certain situations a Tutor may ask his/her Head of Year for advice or refer a pupil on. A pupil may also directly seek the help of his Head of Year if needed, although the pupil's Form Tutor is the usual first contact point. Junior Forms also have Mentors – Sixth Formers who are chosen to help, support and advise a Form Group of younger boys.

The School Nurse is available to discuss health-related issues. She can also provide the contact details for local services for young people which can give advice on a wide range of issues.

The School also has a Deputy Headmaster who oversees the School's pastoral provision and trained counsellors on the staff who are available to offer pastoral support. Please refer to the section on the role of the School Counsellors at Hampton.

Pastoral Contact Points for Parents

Form Tutors

The Form Tutor meets with his/her Form twice daily for registration and also for a Form Tutor period every Thursday. He/she should, therefore, be the first point of contact for parents with pastoral questions or concerns. Any absences or changes in family circumstances should be notified in writing to the Form Tutor. If a pupil is ill, parents should telephone the School Office on the same day. If you have been absent through illness, you must on your return bring your Form Tutor an explanatory note signed by one of your parents, stating how long you have been away. A note should be sent to your Form Tutor during the first two days of any absence which is likely to last for some time. The provision of School holidays is sufficiently generous to allow family holidays to occur within them and we always publish the dates of holidays at least 12 months in advance. *Requests for absence other than for medical reasons should always be made in writing to the Headmaster and well in advance.*

Heads of Year

Heads of Year are available to give advice to their Form Tutor teams as well as to their tutees and are responsible for the pastoral care and discipline within their year group. Parents may contact Heads of Year directly, although the initial point of contact would normally be the Form Tutor.

Deputy Headmaster

The Deputy Headmaster responsible for the pastoral side of the school (Mr Owen Morris) is available to give advice to all parents, staff and pupils on pastoral issues and serious concerns. Parents are welcome to contact him directly by telephone (School number) or via e-mail: J.Morris@hamptonschool.org.uk

3. Induction at 11+ and 13+

Induction at 11+

New entrants at 11+ are put into a Form Group of about 24 boys. Before allocating boys to a Form, we ask them to choose which modern language they would like to study and to name any other boys with whom they would particularly like to be placed in a Form. We try as far as possible to accommodate the boys' wishes. The boys stay in the same Form Group for their first two years at Hampton, but they will have a different Form Tutor and Subject Tutors each academic year.

All 11+ entrants and their parents are invited to attend a New Boys' Morning towards the end of the Summer Term prior to their entry to Hampton. This enables them to meet the Head of First Year, the Form Tutor and other members of the Form, and to learn more about the day-to-day running of the School.

In September, all new First Year entrants come into School for the morning before the start of the Autumn Term. The boys spend the morning with their Form Tutor before having lunch in the Dining Hall. They have an opportunity to familiarise themselves with the School before the rest of the boys start term.

Three or four weeks into term, all the boys go to Avon Tyrrell Activity Centre in the New Forest for an overnight stay. During their time away, the boys tackle a variety of problem-solving tasks such as high and low ropes courses, orienteering, raft-building and constructing an obstacle course. The emphasis is on working together as part of a group, and they have the opportunity to get to know boys from other Forms as well as their own.

During the second half of the Autumn Term, all Subject Tutors of each First and Second Year Form meet with the Headmaster, the Head of Year and the Form Tutor to review the progress of each boy. In the First Year, this is followed by a pastoral forum when the parents meet the Form Tutor to discuss their son's progress. There are also presentations on various aspects of the First Year, which may include the implications of cyberspace, the School's Pastoral System, and the Rewards and Sanctions Policy. Further pastoral forums take place annually for each year group. In the Summer Term, there are Parents' Evenings for First and Second Year parents at which parents have the opportunity to meet their son's subject tutors.

Induction at 13+

All new entrants at 13+ are invited to a New Boys' Evening at the end of the Summer Term prior to entry to Hampton. This enables them to meet the Head of Third Year and the Form Tutor, and to learn more about the day-to-day running of the School. They also come into School to meet their Form Tutor on New Boys' Morning, the day before the start of the Autumn Term. On arrival the new boys are put into new Third Year Forms, not set by ability, together with boys who have been at Hampton since the First Year. Both the 13+ new entrants and the boys coming up from the Second Year have the opportunity to choose a few friends with whom they would like to be placed in a Form. It is nearly always possible to place them with at least one of their choices. We try to ensure that boys from the same school and/or a similar geographical location are placed in the same Form. With the help of the Head of Year, the Assistant Head of Year and two Sixth Form Mentors, the Form Tutor ensures that each of his/her new boys settles in as quickly as possible. In the first two weeks, a day is set aside for all Third Years to participate in a Team Building Programme run by an outside organisation. There is a Parents' Evening for all Third Year parents in February.

Induction at 16+ into the Sixth Form

A limited number of boys join Hampton at 16+. These pupils are integrated into the Sixth Form, joining Tutor Groups of around ten pupils. Often, the other boys in the Tutor group will be studying a similar range of A/AS levels and the Tutor may also be one of their subject teachers. In September, all Lower Sixth boys attend School on the morning before the start of the Autumn Term. This induction morning involves meetings with the Head of Year, Form Tutors and the Heads of Department of each of their chosen A level subjects. There is an early Parents' Evening in September to enable all Lower Sixth parents to meet their son's new Form Tutor. The formal Lower Sixth Parents' Evening, involving meetings with Subject Tutors, takes place in February or March.

4. Assemblies

Assemblies have a crucial place in the life of Hampton. The simple act of assembling has an important symbolic significance, and what happens at the times when the whole School or Year Group is gathered together can set the tone for much that happens in between.

For most weeks of the School year, the whole School gathers for assembly on a Monday morning at 10.15am (period 3) in the Main Hall. This assembly generally consists of one main presentation, usually on a theme of moral, social, or global interest, and is given either by a visiting speaker or by a member of staff. Pupils also frequently contribute to such presentations.

Visiting speakers include representatives from charities and prominent causes, experts in various fields, and local and national politicians. In the last few years, speakers at our assemblies have included Mr Zac Goldsmith MP, Helen Bamber OBE, Mr John Gummer MP, Dr Vince Cable MP, FA Chief Executive Mr Brian Barwick, Lord Justice David Keane, and HRH Prince Edward, the Earl of Wessex.

After the main presentation, there tends to be a shorter spiritual reflection often related to the theme of the main speaker, given or led by a member of staff. This may include a brief reflective talk, a time of silence or guided meditation, a reading or a prayer. Details of assembly presentations, often including the texts of the speakers and sometimes recordings of their talks, are available on the School's website.

Our assemblies are greatly enriched by the availability of ICT facilities. These are regularly used as part of presentations, often to impressive effect. Live music also plays an important part in our assemblies. Several times each term, individuals or groups of students perform in assembly to the whole School, as a way of providing space for reflection, enrichment, and valuable experience for the performers.

Spiritual themes may be explored from a variety of faith perspectives. Usually the ethos is one of 'perennial spirituality' that aims to offer insight or nourishment to all, regardless of belief or affiliation. However, during the year, we do have assemblies of more specific and explicit religious character, especially at the time of festivals such as Christmas, Easter, Ramadan, Passover and Divali.

After these presentations, the School Captain reads the notices for the week, then the Headmaster, or one of the Deputy Heads, speaks about recent or forthcoming School events, and concludes the assembly.

On 11 November, or the School Assembly nearest to it, the School holds a Remembrance Assembly, to commemorate especially those from the School who have died in the wars of the last hundred years. The ceremony includes a special address, usually by a visiting speaker, and also the two minutes' silence, commenced and ended by the Last Post and Reveille played by the School's senior trumpeter standing by the War Memorials in the Reception area.

In the last week of the Summer Term, the whole School goes down to Hampton Parish Church, where the School was founded, for a special service of thanksgiving to celebrate our Foundation and to mark the end of the School year. The sermon is given by a visiting preacher.

As well as these full School assemblies, there is a regular programme of year group assemblies which take place either during Form Tutor periods on Thursday mornings, or concurrently with the full School assemblies on Mondays. These gatherings often complement and enrich the PHSE programme, with outside speakers, presentations and films. They also provide an opportunity for the Head of Year to address pastoral or academic matters, such as options choices, revision skills, or university application procedures.

The whole programme of assemblies is overseen by an Assemblies Committee (comprising the Deputy Headmaster, one of the Senior Tutors, a Head and/or Assistant Head of Year, the Head of Religious Studies and the Head of Personal, Health and Social Education, (PHSE)). Suggestions or comments about School Assemblies are always welcome from pupils and staff.

5. Spirituality and Faith Groups at Hampton School

The School seeks to support and nurture the spiritual well-being and development of students in a variety of implicit and explicit ways. The latter include the exploration of spiritual themes and experiences in Religious Studies lessons and in assemblies, together with the provision of faith-based societies meeting at lunchtimes, and trips and events connected with these. As part of the Religious Studies programme, boys study each of the six major world faiths (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism). There are currently representatives from each of these faiths among the student population of the School, and it is part of the School's ethos that they should feel welcomed and encouraged in their faith while at Hampton.

To this end, faith societies exist to provide boys with opportunities for fellowship and discussion. There are two Christian based groups for pupils, the Junior and Senior Christian Unions, which hold weekly meetings for Bible study, prayer and discussion. These groups are run by members of staff, with assistance from senior pupils.

In addition to this provision for pupils, there is a Parents' Prayer Partnership which meets twice each term, as detailed in the School Calendar. These well-supported evening meetings welcome parents and staff from all Christian denominations. They provide an opportunity for parents and staff to pray for the needs and life of the School community.

When there are sufficient numbers present in the School, the Jewish Society holds regular meetings, organised by senior pupils. The Muslim Society meets each Friday for Prayers in the Quiet Room in the Religious Studies Department. Senior pupils lead this and boys of all ages attend.

When there are sufficient numbers and interest, the School also runs an Indian Society, comprising Hindu and Sikh pupils. The boys collaborate in the celebration of Diwali in the Autumn Term. Students from these traditions regularly attend the occasional meditation classes, run by the Religious Studies Department, which are open to those of any faith and none.

6. School Nurse

The School has a qualified nurse available on site throughout the School day, and the majority of members of staff are First Aid trained. The School Nurse (Mrs Ros Cash) takes direct care of minor medical treatment and decides if further advice should be sought for more serious problems. If a pupil is too unwell to remain at School or requires hospital treatment, the School Nurse will attempt to contact a parent/guardian. She can also advise pupils on medical matters and give the contact details for outside agencies who can help. Pupils who may require the help of a counsellor can obtain information about this service from the School Nurse. She is also involved with health promotion initiatives and the delivery of health education lessons in Biology and PHSE. She organises the School's vaccination programme (e.g. for Diphtheria, Tetanus and Polio) and also organises for outside companies to fit gum shields for the boys.

Please note that it is important for the School Office to have up-to-date information about contact details and medical circumstances in case of emergency.

7. Counselling at Hampton School

Why Counselling?

- Counselling is available at Hampton School as part of the pastoral support which the School community offers to its pupils. The process of counselling has been described as *"giving clients [pupils] an opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well-being"* [British Association of Counselling and Psychotherapy 1991].
- The BACP Ethical Framework will be followed.
- Although a whole range of issues, including difficulties with work commitments, stress, depression, bereavement, and coping with family tensions and change may prompt pupils to seek counselling, or their carers to recommend it, the overall aim is as above: **to support and promote the well-being of the boys and young men in Hampton School's care.**

Who are the Counsellors?

- There are four visiting School counsellors in operation at Hampton. The lead counsellor, Ms Katherine Cox, has wide experience of working with young people and is very familiar with Hampton School and its pastoral care arrangements. She is joined this term by two counsellors new to the School, Mark Samways and Michael Uccelli. Mrs Penny Croucher, who is returning to teach some Modern Languages classes this year, remains a part of the Counselling Team.

When and Where?

- Katherine Cox will be in School on *Fridays (8.30-11.30am)* and will see pupils by appointment in the Counselling Rooms in the Tower.
- Mark Samways will be in School on *Mondays, Tuesdays, Thursdays and Fridays (from 8.30am-4.30pm on each occasion)* and will see pupils by appointment in the Counselling Rooms in the Tower.
- Michael Uccelli will be in School on *Mondays, Wednesdays and Fridays (from 8.30am-4.30pm on each occasion)* and will see pupils by appointment in the Counselling Rooms in the Tower.
- Mrs Croucher will see pupils on *Tuesdays (12.00-2.00pm)* by appointment in the Counselling Rooms in the Tower.

Referrals

- As hitherto, referrals may come in a variety of ways:

Self-referral by the pupil:

- The easiest way for a pupil to arrange to see a Counsellor is by email: k.cox@hamptonschool.org.uk, m.samways@hamptonschool.org.uk, m.uccelli@hamptonschool.org.uk, or p.croucher@hamptonschool.org.uk. Pupils may also ask for a note to be put in the relevant pigeon-hole in the Staff Common Room.
- Pupils can also book an appointment to see a Counsellor by speaking to the School Nurse, who provides *an entirely confidential referral service* - no other member of staff (including other Counsellors) or pupils will be informed that such an arrangement has been made.

Referral by the Head of Year or Form Tutor:

- The Head of Year or Form Tutor may refer boys for counselling by liaising with a member of the Counselling team or the School Nurse, or by encouraging the pupil to self-refer.
- The pupil's preference over which of the Counsellors he sees needs to be paramount and whoever has the first discussion with the pupil about counselling should raise the question of which member of the counselling team he would most like to see. Pupils should be given time to think about this and the opportunity to change their minds both prior to the start of the counselling sessions and with proper discussion, after an initial session or two with the first choice of Counsellor. Wherever possible the pupil's preferences will be met, subject to the Counsellor's availability.

Referral by parents:

- Parents may contact the Deputy Headmaster, the Head of Year, the Form Tutor, or any member of the counselling team at the School requesting that their son should have counselling. Our strong preference is that parents should encourage their son to self-refer, rather than making arrangements on his behalf.
- Counselling can form part of a support package, discussed and agreed with a pupil and his parents as an aid through difficult times (for example, a situation involving behavioural or attitudinal problems).
- Counselling cannot be *prescribed* as part of a disciplinary package in which a boy's place at the School is in part dependent upon his receiving counselling or upon the results of counselling.
- **In all circumstances, counselling will only begin on a voluntary basis and with the boy's unforced consent.**

Confidentiality

- The Counsellors *can* promise confidentiality to their clients, *within certain guidelines*. These are made clear in full in the BACP [British Association of Counselling and Psychotherapy] ethical framework, which is available upon request or can be viewed at: http://www.bacp.co.uk/ethical_framework/
- The position regarding confidentiality will be clarified with the pupil at the beginning of the counselling process.
- The only occasion when a counsellor would break confidentiality is when the pupil indicates that he or another person is at risk or in danger. It should be emphasised that such a breach should only take place in consultation with the pupil, unless extreme circumstances necessitate otherwise. Such breaches of confidence are very rare indeed. The School Counsellors operate within the School's established policy on Safeguarding (Child Protection).

Informing Parents

- All parents are informed of the arrangements for counselling when their son enters the School. Any parents who do not wish these resources to be available to their son during their time at the School are requested to inform the Deputy Headmaster in writing immediately. The names of any boys whose parents make this request will be provided *in confidence* to Heads of Year, and to the School Counsellors. Whist parental wishes will be taken into account, particularly for boys lower down the School, the welfare of the pupil is paramount and each case will be considered individually.
- It is usual that the parents of boys who are receiving counselling in the First and Second Years are informed that this is taking place. It should be noted, however, that this may not happen prior to the first or even second session, and that Counsellors and Heads of Years reserve the right not to inform parents if they deem that the particular circumstances warrant this, though this is unusual.
- Parents of boys in the Third Year and above who seek counselling are not informed as a matter of course that this is taking place, though the counsellors may encourage such boys to tell their parents.
- When parents are informed, this will be undertaken by the pupil's Head of Year, rather than directly by the Counsellor. *It is generally felt that direct contact between the Counsellor and the parents is undesirable, certainly without the pupil's permission being given.* This is to avoid the counselling relationship of trust being undermined. Should contact take place, it must always be remembered and made clear that the pupil, not the parent, is the client, and, that the Counsellor thus has the need and right to maintain confidentiality. If such conversations do take place without prior discussion of this with the pupil, the matter should be discussed with the pupil at the earliest opportunity following the event.

Record-Keeping

- Counsellors will keep a formal record of pupils seen, which may include brief mention of types of problems discussed.
- Pupils are legally entitled to see records relating to themselves and, although there might be circumstances in which it might be desirable for members of the counselling team to have access to records relating to a particular pupil, such records will normally be treated as discreet and confidential.
- Such formal records are in addition to any private case notes which the Counsellors may make confidentially for *aide-mémoire* purposes.

Liaison between Counsellors and other Staff

- Hitherto, the ethos of trust that has characterised the arrangements for counselling has greatly helped both the counselling process itself and the degree to which counselling has played a successful role within pastoral care at the School.
- This has involved and will continue to involve recognition that Counsellors should not be required or expected to disclose confidential information to senior staff or Heads of Year, departing from the rules of confidentiality set out above.
- However, this does not preclude Counsellors from being consulted or involved in discussions about the most appropriate forms of support and response to pupils' pastoral or behavioural difficulties. Counsellors may be able to contribute valuably to these processes without disclosing confidential information.

Introduction of new counselling arrangements for boys

- The new counselling arrangements are explained to boys in whole-School and Year Group assemblies.
- Form Tutors, Heads of Year, Sixth Form Mentors and the School Nurse can also explain the arrangements to boys as needed.
- If any pupil or parent has questions or concerns about the counselling arrangements, they are invited to contact the lead Counsellor, Ms Katherine Cox, or the Deputy Headmaster (Mr Owen Morris). Such contact will be treated confidentially.

8. Hampton School Learning Support

Staffing and Location

The Learning Support Department is run by Head of Learning Support (Ms Caroline Conway), who is supported by a full-time Teaching Assistant (Mrs Susanne Harradine). The Department supports boys with a range of learning difficulties and/or disabilities and is based in the Tower.

Available Tuition

Specialist 1:1 or 1:2 lessons, tailored to individual needs, are offered to boys with additional needs in literacy and/or study skills. Boys in the First to Third Years are taken out of lessons on a rotational timetable; Fourth and Fifth Year boys attend sessions at lunchtime; Sixth Formers attend during their free periods. Group Study Skills and Group Spelling Lessons are also available. Parents pay for this tuition. Progress reports are integrated within the regular School reporting system. A spelling enhancement course is run for weak spellers in the Second Year during the Spring term, with participating boys being withdrawn from lessons on a rotational basis. Revision skills sessions are run for Fifth Year boys prior to their 'mocks' and then ahead of their GCSE examinations. Support for boys in need of English as an Additional Language (EAL) provision is also available if required.

Screening and Referrals

Boys are screened for specific learning difficulties/dyslexia in the First and Third Years. Attainment tests in reading comprehension, spelling and writing speed are compared with cognitive ability; Cognitive Ability Testing (CAT) takes place during a literacy screening week held during October. The results are made available to the respective Heads of Year, as well as the Head of Mathematics and the Head of English. Parents are informed if their son requires follow-up screening, which is conducted by the Head of Learning Support. A report on this additional screening, containing results and recommendations, is sent to parents and a copy is sent to the relevant Form Tutor and Head of Year. If a subject teacher is concerned about a boy who is not already on the Learning Support register, a referral may be made to the Head of Learning Support. Permission for any assessment beyond the normal School procedures is obtained from the boy's parents.

Individual Education Plans

An Individual Education Plan (IEP) is produced for every boy who has a formal assessment and is on the Register. The boy, his parents and his subject teachers are all consulted during the compilation of this document. There is a traffic light system denoting the level of need; the IEP consists of a profile of strengths and weaknesses, individual targets and recommended teaching strategies. The targets are evaluated and updated regularly. The educational plans are **confidential**. EAL boys, who need specific support in class, have an 'EAL Programme'.

9. Anti-Bullying Policy

The ethos and working atmosphere at Hampton School, together with this policy, aim to promote and instill values such as respect, tolerance and care for all. One of the key objectives in seeking to prevent unpleasantness and bullying is to create and sustain, day-by-day, a supportive atmosphere in which people feel valued, able to be themselves, and free from intimidation. There are many practical ways of trying to achieve this - such as the role of Mentors, teambuilding activities, and good pastoral care. Role models, whether staff or pupils, can also be very influential. The importance of inter-personal relationships is often highlighted in School and Year Group Assemblies, and, together with bullying specifically, plays a prominent part in the School's Personal, Health and Social Education (PHSE) programme. However, in any society incidents of bullying are likely to occur: it is foolish to close our eyes to them, or to pretend that bullying does not happen.

Bullying does not necessarily just take the form of physical violence, intimidation or the threat of it; it can happen through verbal abuse, persistent and unremitting name-calling, mimicry or deliberate exclusion and unpleasantness. Bullying includes the inappropriate treatment of others on grounds of race, religion, culture, gender, sexual orientation, disability, or academic ability. This may happen verbally, but it may also take place through emails, mobile phone texts, photographs, social networking sites, or other media (further advice on this is in Cyber Safety booklet available on the website). Harassment and threatening behaviour are criminal offences. This can be done by individuals or groups to individuals or groups. The linking factor is that all these forms of behaviour are meant to inflict or result in inflicting, distress and unhappiness.

We regard any form of bullying, including cyber bullying, as entirely unacceptable. We do not accept "I was just ..." or "I was only ..." as excuses. No pupil at Hampton has the right to indulge in behaviour that can result in such unhappiness; every pupil at Hampton has the right to live his life free from such interference.

If anyone sees or is aware of any incident of bullying, of any kind, they are involved in it. Ignoring the problem amounts to condoning it and it is the duty of anyone at Hampton who knows or suspects that bullying is taking place to tell a member of staff as soon as possible. The member of staff will report it to the Head of Year. A record of incidents is kept by one of the Deputy Heads to identify patterns. Staff will deal with the matter in confidence where possible. **Anyone being bullied should tell a teacher, irrespective of any threats made or implied to deter them from doing so. Tell a teacher, tell your family, keep on speaking until it stops and do not blame yourself.**

It is the duty of us all to protect the victim(s), for in that way we reassert our belief in an ordered, humane and tolerant society. It is also our duty to expose such behaviour, as frequently those inflicting the distress are themselves in need of help and guidance. We should aim to help the perpetrator to adapt his behaviour and attitude. We can only achieve this if people are willing to come forward and if all cases are treated seriously.

Members of staff seek to be vigilant for signs of bullying or potential bullying which may include: nicknames and ridiculing in class; isolation from others in seating, activities, or around the School; physical jostling in corridors or at the start and end of lessons; the evident unhappiness of solitary individuals. The School is committed to reducing the risk of bullying through staff training and through research into problem times and locations. However, teachers cannot be aware of everything and anyone involved in or witnessing bullying must speak to a member of staff.

As each case is different the methods used to deal with bullying may vary, but bullying is always taken seriously. Any pupil who refuses to change his negative behaviour in this respect may lose his place at the School. Actions taken will be informed by the School's Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy, a copy of which is available through the School Office or via the School website.

This Anti-Bullying Policy incorporates the DCSF guidance from *'Bullying: don't suffer in silence'* and *'Safe to Learn – Embedding anti-bullying work in schools'* available at <http://www.dfes.gov.uk/bullying/> and also at <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>. A copy of this Anti-Bullying Policy is available to all parents through School Office or via the School website.

10. Content of the Personal, Health and Social Education (PHSE) programme

PHSE plays a crucial role within the pastoral care offered to boys at Hampton. A variety of external speakers come into the School to deliver lectures and workshops on important issues, such as smoking, stress and street safety. However, the majority of sessions are delivered by the Form Tutor(s) and these lessons are often discussion-based.

PHSE Year Planners

The PHSE plan for all year groups at Hampton 2013-14 is shown below.

First Year

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Issues• Study Skills• Bullying• Personal Safety	<ul style="list-style-type: none">• The Law• Disability Awareness• Dental Health• Puberty	<ul style="list-style-type: none">• Revision Skills• Finance

Second Year

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Issues• Bullying• Smoking• Multiple Intelligences	<ul style="list-style-type: none">• Healthy Living• Politics• Use of Language• Advertising	<ul style="list-style-type: none">• Revision Skills• Self Esteem• Bereavement• Personal Safety

Third Year

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Issues• Peer Pressure• Problem Solving Projects	<ul style="list-style-type: none">• Steroid Abuse• Careers• Sex Education	<ul style="list-style-type: none">• Revision Skills• Finance

Fourth Year

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Issues• Drugs Awareness• Anger Management• Sex Education	<ul style="list-style-type: none">• Racism• Bullying• Sex Education• Gaming & Gambling	<ul style="list-style-type: none">• Revision Skills• Masculinity

Fifth Year

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Issues• Personal Safety• Careers	<ul style="list-style-type: none">• Drugs Awareness• Finance• Study Skills	<ul style="list-style-type: none">• Exams

Lower Sixth

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Cyber Skills• 6th Form Study Skills• Research Methods• Responsible Driving	<ul style="list-style-type: none">• Sexual Education• Drugs Awareness• Politics• Mental Health	<ul style="list-style-type: none">• Cooking• Revision Skills

Upper Sixth

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• UCAS• Cyber Issues• Finance	<ul style="list-style-type: none">• Moving On• Language & Etiquette	<ul style="list-style-type: none">• Exams

11. Drugs Education at Hampton

School Policy on Substance Use and Misuse

The School will not tolerate the use, misuse, possession or supply of illegal substances nor any action promoting these. Any incident will be referred to the Deputy Headmaster and Headmaster who will take appropriate action, which may involve exclusion from the School.

The School is committed to the health and safety of its members and will take action to safeguard their well-being. The School acknowledges the importance of its pastoral role in the welfare of young people and, through the general ethos of the School, will seek to persuade pupils in need of support to come forward as soon as possible.

Hampton School believes and supports the following educational aims:

- ❖ to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- ❖ to provide accurate information about substances
- ❖ to increase understanding about the implications and possible consequences of the use and misuse of drugs
- ❖ to encourage an understanding for those experiencing or likely to experience substance use
- ❖ to widen understanding about related health and social issues, e.g. crime, HIV and AIDS
- ❖ to seek to minimise the risks that users and potential users face
- ❖ to enable young people to identify sources of appropriate personal support

These aims are fulfilled through aspects of the pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. Curriculum delivery is usually through Biology and PHSE but sometimes also in English, Drama and RS.

Content of Drug Education Programme

All areas in bold are delivered by the Biology Department. Other areas are delivered through the PHSE programme.

Second Year (12-13 years)

Pupils are taught about the effects of drugs on the nervous system as well as the effects of smoking and solvents on the respiratory system.

The correct use of prescribed medicines will also be discussed.

The topic 'Why do people smoke?' and a discussion on smoking in public places take place in Form Tutor time within the PHSE programme. When available, an outside speaker will talk to the Year Group on smoking and related issues; this will be discussed in a follow-up session during Form Period.

Third Year (13-14 years)

The Biology GCSE specification includes studying smoking and the effects of tobacco.

In PHSE lessons, pupils will work on the legal issues associated with smoking and buying cigarettes.

Pupils will spend several lessons looking at the effects of anabolic steroids and growth hormone and the abuse of these, including discussion of the reasons why some people choose to use these drugs.

Fourth Year (14-15 years)

All boys will take part in a Drug Awareness Morning during Fourth Year in order to discuss a number of issues around drug use and risk-taking; they also acquire First Aid skills relevant to the management of a drug-related incident and gain good quality information on the effects of drugs. The morning is run by both Hampton staff and youth workers from an outside, detached drug agency. As part of this programme, students will also specifically study the laws regarding cannabis and have an opportunity to discuss the effects of cannabis on the human body. They will also consider the effects of legal drugs (tobacco and alcohol) as part of this morning.

Within the PHSE specification, the Fourth Year have a series of lessons devoted to the problems associated with alcohol, which is probably the single most widely abused drug in our society today. This will include an examination of medical effects of drinking at an early age, the role of the alcohol industry and the ways that alcohol can damage relationships.

Fifth Year (15-16 years)

Pupils study the link between alcohol and heart disease and also the effects on the nervous system of a range of different drugs. Within Biology lessons, depending on the topic being covered, teachers may use examples of both legal and illegal drugs to illustrate how drugs can affect the health of a person.

In PHSE lessons, Form Tutors are given 'Open Forum' time during which they can discuss any topic of relevance. This may well include work on legal and illegal drugs and allows the tutor to respond to the needs of the Form Group.

In the Fifth Year boys are given a presentation by an outside speaker on the dangers of the misuse of drugs and the opportunity to follow this up with a discussion lesson based on this issue.

General Points

- Issues relating to Drug Education will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, but pupils will be encouraged to evaluate the moral implications involved;
- Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on drug related matters to individual pupils;
- All teachers at Hampton are aware of the Safeguarding (child protection) procedures regarding all types of abuse.

Communication with Parents

There will be opportunities for parents to discuss any concerns with the Head of PHSE or the appropriate member of the Biology Staff, by prior arrangement or at Parents' Evenings.

12. Sex Education at Hampton

A comprehensive programme of Sex Education is provided at the School, taught within the Biology Department and during PHSE. The Sex Education programme is delivered alongside the current Biology syllabus and is reviewed each year.

Aims and Objectives of the School's Sex Education Policy

Hampton aims to deliver Sex Education to all boys. This should:

- ❖ inform pupils about moral, emotional and health issues to enable them to make considered judgements and informed decisions when developing their own code of living;
- ❖ contribute to pupils' learning about relationships, attitudes and feelings and how people live and work together;
- ❖ help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect;
- ❖ help pupils recognise their sexual nature as a part of the whole personality which determines what a person is and not what they can do;
- ❖ reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, help them to come to terms with the emotional upheaval of adolescence.

Content of Sex Education Programme

All text in bold is delivered by the Biology Department; the rest through the PHSE programme.

First Year (11-12 years)

- Developing an understanding of the physical and emotional changes which occur during puberty.

Second Year (12-13 years)

- **Reproduction as one of the characteristics of living things***
- Outside speaker discussing the impacts of puberty and relationships on the boys
- **The Human reproductive system including reproductive organs and fertilisation***
- Puberty and adolescence and the physical and emotional changes that accompany them*
- **Hormonal control of the menstrual cycle, contraception and IVF**
- **The study of the development of the foetus in the uterus and birth***
- **Introduction to contraception**
- **(All of the above topics are taught with an emphasis on Human reproduction within a long-term stable relationship)**
- Awareness and development of self-esteem

Each of the above is taught with an emphasis on human reproduction occurring within a long-term stable relationship.

Third Year (13-14 years)

- Review the changes that take place at puberty and the structures of the human reproductive systems
- Raise awareness of the need to use contraception to reduce the risks of conception, or STIs
- Learn and practise assertiveness techniques with regard to sexual choices
- Learn the signs and symptoms of testicular cancer; how to carry out testicular self-examination
- Raise awareness of the high rates of teenage pregnancies in the UK

- Raise awareness of the signs and symptoms of the common STIs
- Develop an understanding of the role of outside agencies in giving information and advice on relationships, contraception and sexual health
- Have an opportunity to discuss relationships, consent and the laws relating to sex in the UK

Fourth Year (14-15 years)

- **Revision of the Human reproductive system including reproductive organs and fertilisation***
- **Hormonal control of puberty and the menstrual cycle***
- **Revision and further details on methods of contraception**
- **The use of hormones in the control and promotion of fertility***
- **Understand the role of genetic counsellors and when a person may need to use their services**
- When available an outside speaker will talk to the year group about HIV/AIDS and other STIs
- Review the signs and symptoms of the common STIs
- Raise awareness of the use of certain contraceptives to reduce the risk from STIs
- Consider the role of relationships and emotional maturity with regard to sex
- Outside speaker to consider the impact of pornography on attitudes towards sex and relationships

Fifth Year (15-16 years)

- **Revision of the human reproductive system, including reproductive organs and fertilisation***
- **Hormonal control of puberty and the menstrual cycle***
- **Revision and further details on methods of contraception**
- **The use of hormones in the control and promotion of fertility ***
- **The role of genetic counsellors and when a person may need to use their services**
- **Review the signs and symptoms of the common STIs and their prevention**
- **Foetal development (IGCSE students)**

(* parents cannot withdraw pupils from these lessons as they are part of the National Curriculum).

Lower Sixth (16-17)

- An outside speaker will come in and remind students of signs, symptoms and methods of transmission of STDs and STIs as well as where they can be tested and how to get help with these from the NHS.

General Points

- Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, but pupils will be encouraged to evaluate the moral implications involved.
- Teaching will be to the group as a whole. The Government advises that teachers should not act as confidential counsellors on sexual matters to individual pupils.
- Parents are informed that they may withdraw their child from Sex Education lessons that are not part of the National Curriculum. Any queries or concerns should, in the first instance, be addressed to the Head of PHSE. No reasons need to be given by parents wishing to withdraw their child but a written application to the Head of Year will be necessary.
- Parents considering withdrawal from lessons should give thought to the fact that a child's ignorance or misinformation of such matters could expose him to embarrassment, distress and possible exploitation. It is likely that he will receive the information second-hand from his friends outside the classroom.
- All teachers at Hampton are aware of the Safeguarding (child protection) procedures regarding sexual and other types of abuse.

Communication with Parents

There will be opportunities for parents to discuss any concerns with the Head of PHSE or the appropriate member of the Biology Staff, by prior arrangement or at Parents' Evenings.

13. Safeguarding (Child Protection)

It is the responsibility of every member of staff to ensure that suspected cases of child abuse (neglect, physical injury, sexual abuse or emotional abuse) are recognised and dealt with as quickly as possible. Mr O.Morris and Miss P Z Message are the School's safeguarding designated persons and trained safeguarding teachers, to whom all suspected cases should be reported. They will take further action if required. The Headmaster will be notified as necessary. Every referral is treated with the strictest confidentiality. A member of the Governing Body is designated to take a special interest in this area. The School follows the guidelines of the Education Acts of 2002 and 2004 and the DfE document "*Safeguarding Children in Education*", which state that every school has a duty to assist local authorities and Social Services in matters of Safeguarding. A copy of the School's Safeguarding Policy is available from the School website and from the School Office upon request.

14. Equal Opportunity and Disability Discrimination Policies

Hampton School is committed to a policy of equality of opportunity, in the belief that all staff and pupils, regardless of gender, age, social or ethnic background, are of equal value and are entitled to receive equal provision, access and treatment. Details of the School's Equal Opportunity and Discrimination Policy and the Disability Discrimination Policy are available from the Bursary or the School Office.

15. Personal Safety: *The Streetwise Programme*

It is an unfortunate fact of modern life that young people often feel vulnerable when travelling in public places away from home and school. In order to address this problem, Hampton School runs a Personal Safety Education programme called "*Streetwise*". *Streetwise* is devised to help pupils build their confidence and self-esteem when faced with difficult situations. Increasing awareness about the nature, typical circumstances, and dynamics of various forms of threatening behaviour can help young people respond effectively should a threat arise. This is achieved largely through discussion, and teaching various skills and tactics to enable them to diffuse or redirect negative energy quickly and effectively. We believe staying safe usually boils down to common sense. The best form of self-defence is to get away from a dangerous situation as quickly as possible and to avoid getting into dangerous situations in the first place. With the aim of building boys' confidence in this area, we have divided the course into the phases detailed below:

Phase One: During the Spring Term, the entire Second Year has a session with an independent personal safety instructor who talks about tips and techniques for keeping safe when out and about on the street.

Phase Two: During the Summer Term of the Second Year, we hold a "Personal Safety Workshop" for the whole Year Group, again led by our safety instructor. The boys build upon the tips they were shown in the earlier session and get to practise the techniques themselves.

Phase Three: A five week Personal Safety course is available for Third Years in a rolling programme of sessions with 16 boys at a time. This course is optional and is mainly theory-based (although some self-defence moves are taught). We look into the possible reasons why people bully others and what we can do to avoid becoming a victim. This course builds upon the knowledge gained from the first two phases but also allows any new entrants to the School at 13+ to take part.

16. Rewards and Sanctions

Discipline and good order are an essential foundation of a successful school of lively, hardworking and happy boys. In this context, praise and rewards may be at least as important as sanctions. The most significant kind of incentive is the lively and continued interest taken by teachers in a boy's work and activities, and the most effective reward is their enthusiastic praise for whatever he does well.

Merits

Merits are available to boys in the First to Fifth Year. Up to two merits may be awarded for an excellent piece of work or for a praiseworthy act in any area of School life. Merit stickers are stuck onto a special sheet that boys have at the back of their homework diaries. Teachers date and initial each merit. Once a boy has collected 10 merits (he will then have completed his sheet), he should take his homework diary to the Head of Year who will sign the sheet. The Head of Year will send home a certificate of congratulation. Further merits result in further certificates, on a Bronze, Silver and Gold basis, leading ultimately to a special certificate that is awarded by the Headmaster. Those boys in each Year Group attaining the most merits are eligible for prizes at the annual Prizegiving evening.

Prizes

Prizes are also awarded (usually one per Form, First to Fourth Years) for all-round excellence or service or for a particular subject. Older pupils are awarded prizes for their contribution to the School or for success in public examinations. These prizes usually take the form of a book token or voucher, which can be exchanged for a book of the pupil's choice. The book is then presented to the pupil at either the Lower School Evening or Prizegiving.

Academic Ties

Senior boys are awarded blue academic ties via one of two routes: either they receive 40 Merits for academic effort over a period of time; or they are nominated by Departments for their overall approach to the subject during the Sixth Form and excellent performance in the modular examinations undertaken at AS/A2 level. Ties are presented in a School Assembly by the Headmaster.

School Service Ties

These can be given to senior boys who have made a particular contribution to the wider life of the School.

- The pupil should normally be in the Sixth Form (very exceptionally a Fifth Form boy may be considered).
- The pupil should have made a very major contribution in some particular aspect of the School's co-curricular life. This might include Sport, Performing Arts, CCF, School Societies or other activities.
- School Service Ties should not be awarded merely for taking part.
- Examples of the circumstances in which the award should be considered include:
 - i. A boy who has shown leadership in a particular field, e.g. a sports captain (including 2nd or 3rd team), CCF service or as an organiser of an activity.
 - ii. A boys who has shown outstanding skill in some field, provided that he has also displayed the necessary effort.

- iii. A boy who has shown a high degree of commitment in a particular field. This might include, for example, someone who is not exceptional at an activity but has persistently tried extremely hard and been very supportive to the team or the group.

Use of Daily Report

There are a variety of reports that may be issued by the Head of Year to give a lesson-by-lesson overview of behaviour, concentration or work, including homework. Boys carry around a form on which teachers make brief and appropriate comments relating to the issue in question. The Form Tutor usually checks the form each morning and signs it and the parents of the boy sign it each evening. This is designed to encourage good work habits by providing greater focus and identifiable areas for improvement: it is intended to facilitate a change of approach/work habits. A member of staff who believes it would be useful for a pupil to be put on report should contact the appropriate Head of Year. It is important to appreciate that this is a mechanism of support rather than a sanction and the Head of Year or his delegate will usually contact parents to inform them of this. The report sheet should be placed on the boy's School file at the end of the process.

Sanctions

The School's policy is underpinned by the following fundamental principles:

- The level of punishment should be *proportionate* to the seriousness of the offence.
- Punishment must be *fair and consistent* and where possible seen to be fair by the pupil(s).

Minor problems

In the case of a minor problem, the teacher will often deal with matters him/herself, perhaps with a rebuke, or by setting extra work. Teachers may also choose to contact parents directly, in which case they are expected to inform the Head of Year and Head of Department that they are doing so. However, it is important that appropriate use is made of the official School detentions, with appropriate reference to Form Tutors and Heads of Year. This is so that it will quickly become apparent if there are difficulties across several curriculum or other areas. Form Tutors will also look out for persistent lateness in the morning or any non-attendance at lessons, and will pass these problems on to the Head of Year, in the same manner that they do if they have pastoral concerns about a boy. More senior staff will normally only be involved with more serious problems.

Detentions

Detentions take place in the lunch break, not after School, because of the School's wide catchment area and the distance that many boys have to travel home. Detentions are taken by Assistant Heads of Year in rooms allocated by the Deputy Headmaster (these are listed in the School Code section of the School Calendar). Teachers setting detentions should enter the detention in the relevant area of the School VLE. When setting a detention, the teacher should agree a date with the boy (normally the next day).

Work Detentions are for work issues and take place immediately at the start of lunch each day. They last for 30 minutes (First to Third Year) or 40 minutes (Fourth and Fifth Year). Pupils should always take some work to do in these detentions.

Conduct Detentions are for minor misbehaviour and also take place immediately at the start of lunch each day. These may be set by teachers for a period of either 15 or 30 minutes.

Head of Year Detentions take place after School on a Friday and last for one hour.

Headmaster's Detentions take place on a Saturday morning and are accompanied by a letter to parents from the Deputy Headmaster. They are given for serious offences, an accumulation of other detentions, or a number of minor offences which together constitute an unacceptable pattern of behaviour. A teacher will consult with the Head of Year and Deputy Headmaster if he/she feels an incident might warrant a Headmaster's Detention.

17. The Prefect and Mentor Systems

We believe that it is an important part of a teenager's development to take on a range of responsibilities and we also seek to provide opportunities for developing organisational, communicative and leadership skills. The School's Prefect and Mentor systems allow Sixth Formers to take part in the day-to-day running of the School and to work closely with younger members of the School community. The concepts of *service to the School community* and *personal development* are integral to the Prefectorial and Mentoring systems at Hampton.

From early in the Autumn Term, all Lower Sixth students are encouraged to help with Visitors' Afternoon show-rounds, Parents' Evenings and Open Morning. Other opportunities, such as helping to coach younger boys during Games or lunchtime practices or helping with Junior Drama, are also available. As well as being valuable in their own right, these activities also provide an opportunity for Lower Sixth boys to demonstrate some of the skills required of a Prefect or Mentor.

Election to the role of Prefect or Mentor is chiefly influenced by the results of votes cast by both teachers and boys. A full list of Senior Prefects, Prefects and Mentors can be found in the yellow School Calendar. They wear distinctive ties which are awarded in Assembly. Prefects will officially take office from Spring Half Term of their Lower Sixth Year and Mentors from September of their Upper Sixth Year. A School Captain (Head Boy) and two Vice-Captains are also appointed annually. One of the Vice-Captains oversees the Prefects, and one oversees the Mentors; both co-chair School Council meetings.

Prefects

Around 60 Prefects are chosen in the Spring Term of the Lower Sixth and they undertake a range of duties from Spring Half Term of their Lower Sixth year onwards. About 15 boys from the group are appointed as Senior Prefects - a 'senior management' team which plays a significant role in the School's life and can help shape School policy. There is an Environmental Senior Prefect and a Community Service Senior Prefect. The School runs a residential leadership course for Prefects at the Avon Tyrrell Centre in the New Forest (in conjunction with The Lady Eleanor Holles School) to assist in the development of teamwork and leadership.

Mentors

Mentors are of equal status to Prefects. They are appointed at the same time as Prefects by an identical process of application and selection, and take up office the following September. Two mentors are appointed to each form in the First, Second and Third Years, usually producing around 36 Mentors in total. They assist Form Tutors at registration times, they may help to present PHSE topics and assist with the monitoring of Homework diaries, and they act as a general presence in the Form Room. Mentors are particularly valuable in helping new boys settle in and for addressing problems, both trivial and serious, at an early stage. Mentors of First and Third Year Forms often attend the team-building sessions for these year groups.

18. Co-Curricular Activities

There is an extensive range of co-curricular activities on offer during the lunch hour at Hampton, both non-sporting and sporting. All the co-curricular activities are voluntary and the boys are encouraged to participate and to try out new activities, particularly in the first three years. Full details of times and venues are published in the yellow School Calendar each term.

19. THE HAMPTON SCHOOL CODE OF CONDUCT (presented to all pupils and parents)

It is a privilege to be part of the Hampton School community. In return its members have a duty to behave in a manner which does them and the School credit. The Code of Conduct which follows is a set of guidelines and rules that apply at School, on any School activity and while travelling to and from School or any activity. They are intended to help both boys and their parents maintain the friendly but purposeful ethos of Hampton School.

Personal Conduct

Boys should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others. All boys should show a full and proper commitment to their academic studies and co-curricular activities. In moving around the School they should walk in a quiet and civilised manner. They should not run. They must keep to the left in all corridors and on stairs to enable everyone to move about the premises freely.

Bullying has no place at Hampton School. Incidents of bullying of any kind, including cyber bullying, will be viewed very seriously indeed. Anyone who suspects that someone else is being bullied or threatened, or is himself being bullied, must have the confidence to tell a member of staff immediately, whatever may have been said to deter him from doing so. He can be sure of a sensitive, caring and supportive reception by people experienced in dealing with such situations.

Problems and Emergencies

If a boy finds himself in difficulty of any kind or is worried or upset about anything, whether it concerns him personally or anyone else and whether it is connected with School or not, there are many people in the School community to whom he can turn. These include Heads of Year, Form Tutors, subject teachers, the School Counsellors and the School Nurse, all of whom can if need be refer a boy for further, specialist support. Form Mentors and Prefects are also able to give help and advice.

Parents as well as boys will inevitably have questions or concerns from time to time and problems may arise. The earlier these are raised, for example with the Form Tutor or Head of Year, the more efficiently they can be resolved. Both parents and boys are welcome to contact any of the Deputy Heads or the Headmaster at any time.

Parents who wish to leave messages for their sons during the day, perhaps because they are going to be late collecting them from School, should ring School Reception (open until 5.00pm). These messages are posted on the display screens around School. If a boy is waiting for a parent who has not arrived, he should first consult the screen and then, if need be, go to Reception or the Staff Common Room and ask someone to telephone home. Boys awaiting parents can be supervised in the Library until 5.00 pm. Staff taking a School group or visit will ring School Reception and ask for a message to be posted on the display screen in the entrance foyer if its return will be delayed, and waiting parents should consult it for any information.

The School Dress Code

The School sets a high value on personal appearance. The dress code applies at all times between setting off from home in the morning and returning there in the evening. The full dress code applies for sports fixtures.

First to Fifth Years

All boys are required to wear clean and tidy clothing as listed below:

1. A white shirt and the School tie. *The shirt must be tucked in and the tie must cover the top button of the shirt, which should be done up.*
2. A School blazer. *This should not be taken off without a staff member's permission (except when playing outside).*
3. Dark grey formal trousers. *Not denim.*
4. Black formal shoes *cleaned regularly* and black or dark grey socks. (Boys are not allowed to wear trainers or white/coloured socks.)

If worn, pullovers should be black with a V-neck and without a logo. (*Sweatshirts or cardigans are not allowed.*) Boys must not wear hairstyles deemed by the School to be extreme; facial hair or jewellery are not permitted (unless for religious reasons). Hair must not be dyed an unnatural colour.

The Sixth Form

Sixth form boys are required to wear *smart business dress*; this must include a suit or jacket with formal (non-denim) trousers, and a School tie. Pullovers should be plain, sober-coloured and V-necked, with the tie visible. Jackets should be worn around the School. Boys are not allowed to wear hairstyles deemed by the School to be extreme; facial hair or jewellery are not permitted (unless for religious reasons). Hair must not be dyed an unnatural colour. The School strongly advises against the wearing of tattoos. However, if a boy above the legal age does wear a tattoo it must be concealed during all School activities. Boys whose dress is deemed to be consistently unacceptable by the Head of Year may be asked to return home to change and may receive a sanction.

Punctuality

Boys must arrive in good time for all registrations, lessons and other School commitments. Boys must sign the late book in the Reception area if they arrive late in the morning and miss registration.

School Fixtures

Boys must give School matches top priority when asked to play for a team. They should take a full and active part in extending hospitality to visiting teams, and are expected to attend "tea" after matches: if they need to leave early they should obtain permission from their coaches. The full dress code applies for sports fixtures.

Private Property

The School cannot accept responsibility for loss of private property or damage to it. Boys should leave items of value at home and ensure that all property which is brought to School, including clothes and games kit, is clearly named. Losses must be reported to the teacher-in-charge of the Lost Property Office and referred to Form Tutors if the items remain lost. Each boy should keep valuables securely in his locker. The buying, selling and exchanging of goods at School, including food, is strictly forbidden. The property of other people must always be respected. Theft, keeping another's property or damaging it is very likely to result in a boy's losing his place at Hampton School.

Boys must not take bags into assembly or to lunch but should leave them in their Form Rooms. (Boys going to lunch early may leave them in the Main Hall.) Bags must not be left in corridors, doorways or stairwells but in the racks provided around the building.

School Property

As members of Hampton School all boys have a duty to take care of its property and treat its facilities with respect. Any form of graffiti is strictly forbidden. Boys should not eat in Form Rooms unless permission has been given by the Form Tutor and eating in the corridors is not allowed. (Food and cutlery must not be taken out of the dining hall). Boys should help keep the School tidy, in good repair and litter free, picking up and disposing appropriately of any litter they see. Any breakages or damage must be reported as soon as possible to the boy's Form Tutor or the Bursar's Office. Textbooks and Library books are expensive and easily damaged - please carry them carefully, especially to and from School.

The Environment

Hampton School places a high priority on environmental responsibility, and all members of the School community are expected to do likewise.

There are some basic guidelines that all members of the School should follow:

- Switch off lights when leaving any unoccupied classroom or storeroom
- Do not leave computers on standby or with screens switched on
- Put office paper and newspaper ONLY in blue recycling bins and large paper bins
- Make use of the plastic-bottle recycling bins around the School
- Use both sides of paper whenever possible, and do not waste paper
- Show respect for the plants and animals in the School grounds
- Do not drop litter: sufficient litter bins are provided
- Consider cycling or walking to School, or using public transport or lift-sharing to minimise CO₂ emissions.
- Off-set emissions through the School's Carbon Neutral Scheme (see the School website)

Recycling bins have been placed in the display area near the Geography Department for the following items: printer cartridges, spectacles, mobile phones, batteries. Large recycling bins for newspaper and glass bottles are located behind the compactor near the Ground Staff's store. Recycling bins for paper and plastic can be found beneath the fire escape leading from the Staff Common Room.

Absence from School

If a boy has a dental or medical appointment during School hours, he must produce evidence of this to his Form Tutor in advance and he must sign out with School Reception when leaving the premises. If he is absent for unforeseen reasons, for example through illness, his parents *should telephone the School Office or e-mail the Form Tutor on that day and any subsequent day until he returns*. If he has been absent (or has missed homework), he must on his return bring his Form Tutor an explanatory note signed by a parent, stating how long he has been away (e-mail confirmation from a parent is equally acceptable). The provision of School holidays is sufficiently generous for family holidays to occur within them, and the dates of holidays are always published at least twelve months in advance. *Requests for absence other than for medical reasons should always be made in writing to the Headmaster and well in advance.*

Boys Sick or Off Games

If a boy is feeling unwell during a lesson or is injured during Games he should ask permission to go to the School Nurse. He should not go to the Nurse between periods without first reporting to his next teacher. If he is not fit for PE or Games he must bring a note from his parents and show it to his Form Tutor at registration. He should then *retain* the note to show to his PE or Games teacher. He will then be sent to the Library, where he should give his name to the Library staff. When he leaves he must ask them to

record the time. The record they keep is published daily so that Form Tutors can compare the names with the notes they have seen.

Travelling to School

Parents must not drive into the School grounds to drop off or collect boys on term-time weekdays owing to the amount of traffic on site. Boys should be dropped off and collected outside the School gates only.

Boys travelling to and from School by contract coaches should behave sensibly, and in particular should observe the following points: they must always remain in their seats, are required to wear a seat belt and must make sure that the driver is not distracted in any way (by excessive noise, for example). They must leave the coach in the condition in which they find it, reporting any damage to the driver. Fellow passengers should be treated with courtesy and respect at all times. Boys may lose their place on the contract coach if they do not observe the standards of behaviour detailed above.

Any boy cycling to School is asked to wear a protective helmet and high-visibility clothing is recommended. Lights must be fitted to bicycles. Care must be taken when cycling into or out of the School grounds. Boys must use the cycle racks allocated to them. The School cannot accept responsibility for loss or damage resulting from boys leaving bicycles in the School grounds.

Fifth Year boys are not normally allowed to ride motor scooters to School; but they may seek permission to do so from the Head of Fifth Year provided that they have passed the relevant driving test.

There is no on-site parking for Sixth Form boys. Those boys who choose to drive to School must complete a vehicle identification form and submit it to their Head of Year. Boys should park only in suitable spaces on the roads around School, showing due consideration for other road users, local residents and public buses. Cars must not be used during the School day unless the Head of Year has given specific permission for this.

Boys must not under any circumstances give lifts in cars or on motorcycles to another pupil without the explicit and advance consent of BOTH sets of parents. The driver's parents must complete the form issued by the Head of Year. In the case of regular lifts, the driver must ask the recipient's parents to write to the Head of Year. Under no circumstances should any vehicle be used to carry more passengers than are covered by the insurance policy.

Driving Lessons and Tests

Boys may miss lessons if their driving test falls on a School day, but must inform their Form Tutor and the relevant subject teachers in advance. Boys may only arrange a driving lesson during the School day if it is *after* their last taught lesson. If this is *before* afternoon registration they must bring in an absence note in advance for their Form Tutor. Boys may arrange a lesson at lunchtime, provided they are back in good time for afternoon registration. Boys may *not* arrange driving lessons in study periods between or before lessons.

Equipment in Class

Boys in the First to Fifth Years should have the following items with them in every academic lesson: pens, pencils, coloured pencils, pencil sharpener, rubber, ruler, glue stick, homework diary, rough workbook and the appropriate text and exercise books. It will be useful to have the following in some classes: a calculator, protractor, USB memory stick, pair of compasses, small pair of scissors, a dictionary, whether English or foreign. Water bottles are permitted in non-laboratory lessons.

Homework

Boys in the First to Third Years should do homework at home, leaving lunchtimes free for activities. Boys in the Fourth and Fifth Years may complete homework in the Library at lunchtimes if they wish. If a boy in the First to Third Years particularly needs to catch up work which he has missed, he can obtain a note granting permission to work in the Library from his Form Tutor, Head of Year or subject teacher. This note should then be presented to Library staff. During lunchtime all boys may do research in the reference section of the Library or from the Internet in the supervised computing rooms.

Coursework and Controlled Assessment

Coursework and Controlled Assessment tasks for external examinations should be completed as directed by the subject teacher. Deadlines must be adhered to. If boys submit work as their own and it is subsequently found by the School to be plagiarised (for example, work that has been cut and pasted from a website) they will score no marks in that examination session for that piece of work, regardless of the consequences this may have on their final grade.

Detentions

Conduct Detention (*in room 78*) may be set for any form of misbehaviour, and takes place immediately at the start of lunch. Work Detention (*in room 74*, also at the start of lunch) is for missed work, poor work resulting from lack of effort, or failure to complete homework. When putting someone in detention, the teacher will agree a date with him (normally the next day). Only music lessons or another detention automatically take priority, but teachers might be willing to postpone a detention if given a good reason. Failure to report for detention may result in a Head of Year's detention, unless permission has been obtained beforehand from either the teacher who set the detention, the Assistant Head of Year, Head of Year or the Deputy Head.

Head of Year's detentions take place on Fridays for one hour after school and are for serious offences, for an accumulation of lunchtime detentions or for a series of minor offences.

Headmaster's Detentions take place on Saturday morning at 9.00am for two hours and are for very serious offences.

Prefects and Mentors

Prefects and Mentors are Sixth Form pupils who have been selected to assist staff with organisation and the maintenance of good order in the School and with the School pastoral system. They can be identified by the different ties that they wear. (A guide is displayed in Form Rooms.) Younger boys must always follow instructions given by Prefects and Mentors when in the lunch queue or any other area of the School under their supervision. Senior Prefects will issue a referral to the relevant Head of Year if a boy has not cooperated with a request or has broken the School Code. Mentors have equal status to Prefects. They receive training specific to their roles as assistants to Form Tutors and Heads of Year and so that they can help younger boys who have concerns or need advice about life at Hampton. Younger boys can approach any Mentor or Prefect for information, help or support. They must treat both Prefects and Mentors with the respect that they deserve as senior boys, and will receive similar respect from them in return.

Notices for Assembly

Notices for the School Captain to read out in Assembly must be handed in to School Reception by the end of the previous Friday, so that they can be typed and printed. Notices must be approved by a member of staff before they are handed in.

Bounds

In the interests of personal safety and to protect the School from damage, the following bounds should be observed:

- Boys should not enter the buildings or grounds before 7.30am, unless a member of staff has given permission to do so.
- Boys should have left the School premises by 5.00pm unless they are involved in a School activity or have permission from a member of staff to stay later.
- Boys should not loiter in the area of the main front entrance of the School.
- The School roofs are out of bounds at all times.
- The buildings and grounds are normally closed at 6.00pm on School days. The School is closed at weekends and during the School holidays except for Headmaster's detentions, School functions and sports fixtures.
- The hard play area adjacent to the Garrick building may be used every day except Sunday during the Autumn and Spring Terms. A published rota applies to the hard play area to ensure fair usage for all Year Groups. No games should be played at the front of the School except on the hard play area when in bounds.
- The 3G area may be used for recreation at lunchtime but sports practices will take priority. Boys must observe the guidelines for users of the 3G facility, which are published on the notices next to the entrances.
- The Sixth Form Common Room and the adjacent rear stairway are out of bounds to all boys in the First to Fifth Years.

The following areas may be used only with the permission of an appropriate member of staff:

- 1) Art rooms, laboratories, kitchens, Technology rooms and the Language Resources Centre
- 2) Stores and offices
- 3) The Sports Hall, Fitness Suite (under staff supervision only), gymnasium and changing rooms
- 4) The Main Hall and balcony, 450 Hall, Drama Hall gallery, Music Hall, Music Technology room, Music practice rooms
- 5) The Lecture Theatre and Pavilion Room
- 6) The 1st and 2nd XV rugby pitches, the 1st XI football pitch, all football goal mouths, the cricket squares and the rock wall.

The Old Hamptonians' Pavilion and Grounds are the property of the Old Hamptonians Association (OHA) and are separate from School property; use them only when invited to do so by the OHA. You must stay within the School grounds throughout the School day. Sixth Formers may leave the School premises *on foot* during lunch break. *They must not go out in a car, and must stay within easy walking distance.* They may *not* go into Kingston, Twickenham, etc. Sixth Formers may leave School after their last taught afternoon period, providing they have signed out with School Reception.

School Computers

The computer rooms should only be used when there is a member of staff present and the rules posted in each room must be observed. *Any attempt to abuse or interfere with the network or any School computer equipment will be regarded as an extremely serious offence and is likely to result in a boy's losing his place at Hampton School.* All computer activity in School is monitored.

Use of the Internet, e-mail and other forms of digital technology

The School views very seriously any use of the Internet, e-mail and any other digital media or technology so as to conflict in any way with the School Code, to bring the School's name into disrepute, to cause hurt or distress to others (cyber bullying), or to have a negative impact on the School community in any way.

Any pupil found to have misused the above technology in such a manner faces losing his place at Hampton School. The School's view applies whether or not a pupil is on the School premises, in the care of the School, wearing School uniform, on a School activity, and whether it is during or outside the School day.

The School's Acceptable Use policy appears on-screen whenever boys log on to a School computer and the School network, and there is also a copy on the School website. The School is able to monitor pupils' use of School computers and the School network to access external websites.

During the School day boys are strictly prohibited from using iPhones or other smart phones, laptop dongles or any other means to access the Internet directly, i.e. bypassing the School's wireless network, filtering and monitoring systems. Boys in the Fourth Year and above *only* may use hand-held devices (e.g. Smart phones, iPads or other tablet devices, iPods etc.) to access the School's wireless network during break and lunch times or during their study periods. Such devices *must not* be used, at any time, in the Dining Hall, when moving about the School buildings or in the corridors; failure to observe this rule is likely to result in confiscation of the device and a possible sanction. Access to the wireless network using such devices during lesson times by any boy *must only* be under the direction of the subject teacher and with his/her explicit permission.

Bring Your Own Device (BYOD)

Boys bringing to School mobile phones, Smart phones, iPads or other tablet computers, portable music and games systems or any other electronic equipment do so at their own risk. The School does not accept responsibility for any such items that are brought in. Boys in the First to Third Year may keep their mobile devices on their person, at their own risk, but they *must* be switched off or on the "silent" setting and *must not* be used during School hours unless a teacher gives explicit permission during a taught lesson. A failure to observe these rules may attract a detention.

In addition to supervised use during lessons, boys in the Fourth Year and above are allowed to use their portable devices quietly in their Form Rooms (or, for Sixth Formers, in the Sixth Form Centre) at break and lunch times. However, boys should not display them while moving about the School buildings or corridors, and they must not use them in the Dining Hall. Internet use is allowed only via the School's wireless network and boys must abide by the School's Acceptable Use Policy. Devices are for personal use only and must not be shared with other pupils. Failure to follow these rules is likely to result in their confiscation and a possible sanction.

Note: the recording of audio or video clips or the taking of photographs with any device (including mobile phones) is strictly forbidden during the School day, whether on or off the School premises, when travelling to and from School or on a School activity or trip, unless permission has explicitly been given by a Head of Year, one of the Deputy Heads, or the teacher in charge of the School activity or trip.

Banned Items and Substances

Boys are not allowed to bring any of the following into School:

- Illegal substances
- Illicit substances
- Alcohol
- Smoking materials, including matches and lighters
- Correction fluid, diluter and similar products

- Solvents
- Aerosols of any kind
- Chewing gum
- Any kind of knife or weapon
- TVs, laser torches or electronic games
- Tins or canned drinks
- Nuts of any kind, including in snack bars, chocolate bars and peanut butter

Smoking, Drinking, Illegal and Controlled Substances

It is important that young people understand the dangers of smoking, alcohol and controlled, illegal or harmful drugs and other substances. The School promotes awareness of these dangers through its PHSE programme. Smoking materials, alcohol and controlled, illegal or harmful substances are banned from the School premises. Their use, even when allowed by law, is prohibited during the School day, during School activities and while travelling to and from the School activity.

The School follows a set of procedures carefully drawn up to ensure natural justice, consistency and fairness when handling all disciplinary matters. In the case of incidents involving illegal or controlled substances various factors may be considered, including the seriousness of the offence, the influence on others, the dangers to the community, and the reputation of the School. Mitigating factors will be taken into account. Nevertheless, any boy in possession of illegal, controlled or harmful substances on the School premises, during School time, travelling to or from School or on a School trip or activity is likely to lose his place at Hampton School. This extends to include the use or possession or arranged purchase or sale of legal substances that replicate the effects of illegal drugs. Further, any boy guilty of involvement with such substances out of School at any time is likely to lose his place at the School should it be decided after due consideration of the facts that there was a threat to the welfare of others, or a danger to the community or to the reputation of the School.

Complaints and Grievances Procedures

Should they be required, the Complaints Procedure for parents and the Grievance Procedure for boys are available on the website and from the School Office.

Policies and other School Documentation

The following are on the Hampton School website and are available from the School Office upon request:

- Admissions Policy
- Anti-bullying Policy
- Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy
- Safeguarding (Child Protection) Policy
- Complaints Procedure
- Curriculum Policy
- Cyber Issues Policy
- Details of academic performance in the previous year
- English as an Additional Language (EAL) Policy
- Health and Safety of Pupils on Educational School Visits Policy
- IT Acceptable Use Policy
- Inspection Report
- Learning Difficulties and Disabilities (LDD) and Special Educational Needs (SEN) Policy
- School Ethos and Aims
- School Contact Details
- Staff List

PASTORAL HANDBOOK

This Pastoral Handbook describes the broad principles upon which pastoral matters at Hampton School are presently organised and run. The Handbook is not part of any agreement between the parents and the School. We have a policy of ongoing assessment and development of our provision. Although believed correct at the time of printing, certain statements may become out of date from time to time. In case of any doubt, please refer to the Deputy Headmaster (Mr O Morris) or the Headmaster (Mr K Knibbs).

