



HAMPTON SCHOOL

2019-20

Pastoral  
Handbook

## Headmaster's Foreword

Dear Parents

I am delighted to present you with our Pastoral Handbook, so that you know what provision we have in place, as a School, to promote the wellbeing 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 wellbeing 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 wellbeing.
- 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. First, Second and Third Year Forms also have Mentors – Sixth Formers who are chosen to help, support and advise a Form Group of younger boys.

The School Nurses are available to discuss health-related issues. They can also provide the contact details for local services for young people which can give advice on a wide range of issues. They can be contacted on [nurse@hamptonschool.org.uk](mailto:nurse@hamptonschool.org.uk).

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 a notice of absence is given by e-mail, the e-mail should be copied to [absence@hamptonschool.org.uk](mailto:absence@hamptonschool.org.uk).** If a pupil has been absent through illness, he must on his return bring his Form Tutor an explanatory note signed by one of his parents, stating how long he has been away. A note should be sent to his 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 Head of Year 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: [O.Morris@hamptonschool.org.uk](mailto:O.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 25 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.

One or two 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 teachers of each First and Second Year Form meet with 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 Heads 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 Heads 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 week, 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 subjects 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/ Pre-U 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.

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.

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 Diwali.

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 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, the Assistant Head, two of the Senior Tutors, a Head and/or Assistant Head of Year, 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 wellbeing 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 and Philosophy 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.

## 6. School Nurses

The School has qualified nurses available on site throughout the School day, and the majority of members of staff are First Aid trained. There are two School Nurses, Mrs Lis Searle and Mrs Sue Webster, and they take direct care of minor medical treatment and decide 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 Nurses will attempt to contact a parent/guardian. They can also advise pupils on medical matters and give the contact details for outside agencies that can help. Pupils who may require the help of a counsellor can obtain information about this service from the School Nurses. They are also involved with health promotion initiatives and the delivery of health education lessons in Biology and PSHE. They organise the School's vaccination programme (e.g. for Diphtheria, Tetanus and Polio) and also organise for outside companies to fit gum shields for the boys.

**Please note that it is important for the Bursary to have up-to-date information about contact details and medical circumstances in case of emergency. Information can be emailed to [bursary@hamptonschool.org.uk](mailto:bursary@hamptonschool.org.uk)**

## 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 wellbeing of the boys and young men in Hampton School's care.**

### Who are the Counsellors?

There are three visiting School counsellors in operation at Hampton. The lead counsellor is Michael Uccelli; the other two counsellors are Iain Dawson and Vicci Nagli. All have wide experience of working with young people and are familiar with Hampton School and its pastoral care arrangements.

### When and Where?

- Michael Uccelli will be in School on Mondays, Tuesdays, Wednesdays and Fridays, and will see pupils by appointment in the Counselling Rooms.
- Iain Dawson will be in School on Mondays 10am-2pm, Tuesdays, Wednesdays and Thursdays and will see pupils by appointment in the Counselling Rooms.

### Referrals

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

#### 1) **Self-referral by the pupil:**

- The easiest way for a pupil to arrange to see a counsellor is by email: [m.uccelli@hamptonschool.org.uk](mailto:m.uccelli@hamptonschool.org.uk), [i.dawson@hamptonschool.org.uk](mailto:i.dawson@hamptonschool.org.uk).
- Pupils may also ask for a note to be put in the relevant pigeon-hole in the Staff Common Room or email [counselling@hamptonschool.org.uk](mailto:counselling@hamptonschool.org.uk)
- Pupils can also book an appointment to see a counsellor by speaking to the School Nurses, who provide *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.

#### 2) **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 Nurses, 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; they will have 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.



### 3) 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. However, 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**

- These counselling arrangements are explained to boys in School and Year Group assemblies.
- Form Tutors, Heads of Year, Sixth Form Mentors and the School Nurses 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, the Deputy Headmaster (JOM). 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 two part-time Specialist Teachers, Mrs Harradine and Ms Day. In addition, Mrs Riches is a part-time Learning Support Assistant and Ms. Garrido-Soriano offers additional Modern Languages support. We occasionally have Teaching Assistants attached to pupils with an Education Health Care Plan (EHCP).

The department supports boys with a range of learning difficulties and/or disabilities and is based in the Alexander Centre.

### **SEND Support**

Hampton School is committed to improving the Curriculum Access for pupils with disabilities, and increasing the extent to which disabled pupils can participate in the curriculum. Our SEN Register includes: specific learning difficulty (SpLD), dyslexia, dyspraxia / developmental co-ordination disorder (DCD), Asperger syndrome, autism or pervasive developmental disorder, anxiety disorder, attention deficit hyperactivity disorder (ADHD/ADD) and physical impairments.

The Learning Support Department aims to support the needs of boys who are able to access an academic curriculum, but who may need extra help. They have a range of interventions: before school touch-typing courses, specialist Literacy lessons, handwriting advice and lunchtime workshops. They work closely with Form Tutors and Heads of Year and offer individual mentoring sessions, to support boys with any additional educational needs.

Specialist 1:1 or 2:1 lessons, tailored to individual needs, are offered to boys with additional literacy and study skills needs. Boys in the First to Third Years are taken out of lessons on a rotational timetable; Third, Fourth and Fifth Year boys attend sessions at lunchtime; Sixth Formers attend during their free periods. Support for EAL boys is also available if required.

### **Screening and Referrals**

Pupils 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; MidYIS testing takes place during the Autumn Term. Additionally, baseline testing takes place in the Spring Term. 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 Learning Support Department. A report on this additional screening, containing results and recommendations, is sent to parents and a copy is saved on their SIMS page in the SEN Link section.

If a subject teacher is concerned about a pupil who is not already on the Learning Support register, then a referral (with evidence attached) may be made to the Head of Learning Support. Subject teachers are asked not to inform parents that they have made a referral without consulting with the Head of Learning Support. Permission for any assessment beyond the normal School procedures is obtained from the pupil's parents.

### **Pupil Profiles – formerly known as ‘Individual Education Plans’ (IEPs)**

The Learning Support Department's approach to IEPs which, we recognise, are no longer prescribed in the SEND Code of Practice 2014, is as follows: all new pupils on the SEN Register will have a Pupil Profile, but previous IEPs are still easily accessible for teachers. These have suggested strategies for teachers and pupils alike, and are saved on the pupil's SIMS page. The pupil, his parents and his subject teachers all participate in this process; if their learning needs change during their school career then the Learning Support Department will update this document. Subject teachers should retain a copy of the one-sided plans that apply to pupils on the Learning Support Register whom they teach.

There is a graduated system denoting the level of need; the plan 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 a tailored programme.

### **LDD/SEND Handbook**

Teachers must tailor their teaching to the learning needs of the pupils with SEND e.g. differentiated teaching that creates more opportunities to use a multi-sensory approach to learning. There is a LDD/SEN Folder and Handbook, available on the school's intranet Firefly and from the [Learning Support Department](#), which provides more detailed information on the Learning Support department's policies and procedures. The SEND Register and a Provision Map is securely stored on SIMS.

## **9. Anti-Bullying Policy**

The ethos and working atmosphere at Hampton School, together with this policy, aim to promote and instil values such as respect, tolerance and care for all: it is the responsibility of the whole community, pupils and adults alike, to uphold these values. All members of Hampton's community have the right to remain free from bullying or the fear of bullying. All members should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

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

However, in any society incidents of bullying are likely to occur. Bullying can have extremely serious consequences for the victims, both physical and emotional, and often causes profound unhappiness. It is foolish to close our eyes to the issue of bullying, or to pretend that bullying does not happen. This policy covers behaviour on the School premises, during School time, but also relevant behaviour away from the School or online.

### **Definition of Bullying**

Bullying may be defined as the hurting, harming or humiliating of another person, usually repeated over time. It is behaviour that is meant to inflict, or results in inflicting, distress and unhappiness. It does not necessarily 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, special educational needs or disability, physical appearance, home or family circumstances, health conditions 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 (cyber-bullying). Bullying can be done by individuals or groups to individuals or groups.

Although bullying itself is not a specific criminal offence, harassment and threatening behaviour or communications are criminal offences.

**Cyber-bullying** is carried out by a group or individual, using electronic forms of contact, against a victim who cannot easily defend him/herself. Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Unfortunately, however, their popularity provides the opportunity for misuse through cyber bullying.

### **Examples of bullying**

Physical bullying may involve targeting an individual and inflicting physical pain; fighting; damaging or hiding someone else's property.

Verbal bullying may involve teasing, name-calling, mockery, use of discriminatory language.

Emotional or psychological bullying may include: excluding someone from a group or activity; spreading rumours, being deliberately unfriendly.

Cyberbullying may include, unpleasant text messages, emails or comments on social media; picture/video bullying via mobile phone cameras; unpleasant phone calls; unpleasant material placed on websites.

Sexual or gender-based harassment may include making inappropriate comments about appearance or attractiveness, uninvited propositions or touching, using innuendo or inappropriate imagery.

### **Preventing Bullying, Promoting Positive Behaviour and Raising Awareness**

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.

**Staff Training:** we aim to provide regular staff training in anti-bullying. Staff are made aware that it is their responsibility to ensure any alleged bullying is dealt with appropriately in accordance with this policy. Results of bullying surveys are shared with the staff so that they are aware of any concerns or patterns that emerge. All staff are encouraged to pass on any pastoral concerns about pupils to Form Tutors, Heads of Year, or the Deputy Head (Pastoral). Heads of Year, along with members of the Senior Management Team, regularly review the bullying log and also receive updates from the School Counsellors concerning their feedback about bullying. All staff complete regular Safeguarding training, including an online module on ESafety. Individual senior pastoral staff have completed *Stonewall* and *Transgender Intelligence* training and they have raised awareness of the need to support pupils with protected characteristics.

At Hampton School, the following are ways we try to raise awareness, promote positive behaviour and prevent bullying:

- The importance of inter-personal relationships and the value of respect for all are often highlighted in full School Assemblies and in Year Group Assemblies. There are specific year group assemblies each year on the appropriate use of language in School between boys.
- The issue of bullying plays a prominent part in the School's PSHE programme; the PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School.
- The PSHE programme has several elements that focus on the issues of tolerance and kindness. The use of appropriate language is covered, in relation to individual differences.
- Cyber issues and cyber-bullying have a particular focus in PSHE lessons.
- The School actively monitors and filters usage of the School internet/network.
- All new pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. This message is reinforced in subsequent years via Form Tutors.
- There are signs, prominently displayed around the School in classrooms, stating the School's policy towards bullying.
- All pupils, and their parents, are given a copy of the School Code each year.
- Members of staff seek to be vigilant for signs of bullying or potential bullying, which may include the following: 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; evident unhappiness of solitary individuals.
- All reported incidents are investigated thoroughly and dealt with robustly. Strong disciplinary sanctions are given and this acts as a deterrent.
- We have a strong and experienced pastoral team of (Tutors, Heads of Year, The Head of PSHE, the School Counsellors, and the School Nurse) who work with the Deputy Head (Pastoral) and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- The School gives clear guidance on the use of mobile phones, iPads and the School's network. This guidance is explained to the boys by Form Tutors and is set out in the School Code and the IT Acceptable Use Policy.
- The School is committed to reducing the risk of bullying through staff training and through research into problem times and locations.

- Records of any incidents of bullying are kept on a bullying log in order that patterns of behaviour can be identified and monitored. This is reviewed termly by the School's Senior Management Team and the Heads of Year. This log is also cross-referenced against the Safeguarding register, the ESafety log and the Log of Accidents and Incidents.
- Teachers cannot be aware of everything, and anyone involved in or witnessing bullying is told that they must speak to a member of staff. All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- The presence of Mentors in First to Third Year form rooms can offer support and advice to pupils and can help identify issues between boys. Role models, whether staff or pupils, can also be very influential.

### **Procedures for Reporting Bullying**

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. 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. Normally this should be reported to the Form Tutor, Head of Year or Deputy Head (Pastoral), although all staff are responsible for ensuring any incident of bullying is dealt with appropriately.

We are all required 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. Staff will deal with the matter in confidence where possible.

Identifying bullying is not always straightforward as it is not always possible to tell when someone is upset. Children in distress may find it hard to talk or ask for help and staff should be alert to changes in behaviour and any other signs of bullying.

**Pupils** if you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, your Form Tutor, your Head of Year, one of the School Counsellors, the School Nurse, the Deputy Head (Pastoral) or anyone you feel you can confide in. **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.**

**Staff** any adult who has concerns about the bullying of a pupil should tell an appropriate colleague (in most cases this will be the Form Tutor, the Head of Year or the Deputy Head (Pastoral)).

**Parents** any parent who has concerns about their son or about any other pupil in the School should inform an appropriate member of staff: in most cases this will be the Form Tutor, the Head of Year or the Deputy Head (Pastoral).

### **Anti-Bullying Procedures and Sanctions**

- At Hampton, we always treat bullying, including allegations of bullying, very seriously. Boys and parents should feel confident that the School will listen to any complaint about bullying and respond to it promptly and robustly.
- When an allegation of bullying is made, pastoral staff (Form Tutor, the Head of Year or the Deputy Head, Pastoral) will provide reassurance to the victim and ensure the allegation is investigated thoroughly, quickly and fairly, so that the facts are established.
- The investigation, conducted by the Form Tutor, Assistant Head of Year, Head of Year or a member of the Senior Management Team (depending on the nature of the allegation), will be

conducted following the School's procedures as outlined in the School's *Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy*, a copy of which is available on the School website.

- Disciplinary action taken will be informed by the School's *Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy*. Bullying is a clear breach of the School Code of Conduct and the full range of sanctions may be used to deal with cases of confirmed bullying. A pupil may lose his place at the School for perpetrating bullying behaviour.
- The School will keep parents informed if and when it may be dealing with a significant bullying situation.
- Support will be offered to the victim, whether through the counselling service or by other means.
- It is important to consider the motivation behind the bullying behaviour. The child engaging in bullying may need support themselves.
- The School has the power to discipline pupils for misbehaving, such as bullying, outside the School premises to such an extent as is reasonable.

### **Bullying and peer-on-peer abuse (Safeguarding concerns)**

Safeguarding issues can manifest themselves via peer on peer abuse, one form of which is bullying, including cyber bullying. *Keeping Children safe in Education (2016)* makes clear that abuse should never be tolerated or passed off as "banter" or "part of growing up".

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm." In these circumstances the procedures in the School's Safeguarding Policy will be followed, which may involve reporting a bullying concern to the police or social services.

### **Monitoring and review**

A record of incidents, the bullying log, is kept by the Deputy Head (Pastoral) in order to identify patterns. The Deputy Head liaises with the Heads of Year and other pastoral staff to consider what can be learned from bullying incidents and to decide what action needs to be taken to prevent bullying, or to prevent recurrences of bullying behaviour. The bullying log is also reviewed termly by the School's Senior Management Team.

### **This Anti-bullying Policy is available to all pupils and parents via the School website or the School Office.**

This Anti-bullying Policy is written with regard to the Department for Education (DfE) guidance document *Preventing and Tackling Bullying* (October 2014), *Cyberbullying: advice for head teachers and school staff* (October 2014) and *Supporting children and young people who are bullied: advice for schools* (2014).

## **10. Content of the Personal, Health and Social Education (PSHE) programme**

PSHE 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.

The PSHE programme is reviewed and updated annually so that new issues can be addressed. For example, in recent years there has been an increased focus on the following (among others): use of appropriate language and the link to bullying; risk taking; eSafety/Cyber issues; an awareness of Mental Health; the issue of Fundamental British Values; the School's Prevent Duty.

### **PSHE Year Planners**

The PSHE plan for all year groups at Hampton 2017-18 is shown below.

### Year 1

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• Study Skills</li><li>• Bullying</li></ul>	<ul style="list-style-type: none"><li>• The Law</li><li>• Role Models</li><li>• Dental Health</li><li>• Puberty</li></ul>	<ul style="list-style-type: none"><li>• Revision Skills</li><li>• Mindfulness</li></ul>

### Year 2

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• Study Skills</li><li>• Bullying</li><li>• Smoking</li></ul>	<ul style="list-style-type: none"><li>• Healthy Living</li><li>• SRE</li><li>• Human Rights</li></ul>	<ul style="list-style-type: none"><li>• Revision Skills</li><li>• Self Esteem</li><li>• Bereavement</li><li>• Personal Safety</li></ul>

### Year 3

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• Peer Pressure</li><li>• Leadership projects</li></ul>	<ul style="list-style-type: none"><li>• Careers</li><li>• Sex Education</li></ul>	<ul style="list-style-type: none"><li>• Revision Skills</li><li>• Enterprise Skills</li></ul>



## Year 4

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• Drugs Education</li><li>• Sex Education</li><li>• Masculinity</li></ul>	<ul style="list-style-type: none"><li>• Racism</li><li>• Bullying</li><li>• Politics</li><li>• Nutrition</li></ul>	<ul style="list-style-type: none"><li>• Revision Skills</li><li>• Personal Safety</li></ul>

## Year 5

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• Stress</li><li>• Careers</li></ul>	<ul style="list-style-type: none"><li>• Drugs Awareness</li><li>• Study Skills</li><li>• Mindfulness</li></ul>	<ul style="list-style-type: none"><li>• Exams</li></ul>

## Lower 6<sup>th</sup>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• ESafety</li><li>• 6<sup>th</sup> Form Study Skills</li><li>• Research Methods</li></ul>	<ul style="list-style-type: none"><li>• SRE</li><li>• University</li><li>• Study Skills</li></ul>	<ul style="list-style-type: none"><li>• Cooking</li><li>• Revision Skills</li><li>• Mental Health</li></ul>

## Upper 6<sup>th</sup>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• UCAS</li><li>• Cyber Issues</li><li>• Driving</li></ul>	<ul style="list-style-type: none"><li>• Moving On</li><li>• Language &amp; Etiquette</li></ul>	<ul style="list-style-type: none"><li>• Exams</li></ul>

## **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, or any action promoting these. Any incident will be referred to the Deputy Headmaster (Pastoral - JOM) who will take appropriate action, which may involve exclusion from the School. Please refer to the Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy for further information.

## **Hampton Drugs Education Policy**

- 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 of the implications and possible consequences of 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, addiction
- 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 co-curricular activities.

## **Content of Drugs Education Programme**

All areas in bold are taught by the Biology department; other areas are taught through the PSHE 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 topic 'Why do people smoke?' and a discussion on smoking in public places take place in Form Tutor time within the PSHE 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.

Discussion will also take place about the negative consequences of drinking alcohol.

### **Third Year (13-14 years)**

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

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

Pupils will also look 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)**

**In Biology, students will study UV light and its association with skin cancers.**

All boys will take part in a Drug Awareness Morning 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 agency. As part of this programme, students will also specifically study the laws regarding cannabis, nitrous oxide and MDMA and have an opportunity to discuss the effects of these on the human body. They will also consider the effects of legal drugs (tobacco and alcohol) as part of this morning.

Within the PSHE 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 PSHE 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 lessons on the dangers of the misuse of drugs and the opportunity to follow this up with a discussion lesson based on this issue.

### **Sixth Form (16-18 years)**

Pupils have a talk from an external speaker on the dangers of drugs both in the Lower Sixth and the Upper Sixth.

### **Organisation**

- Drugs Education is primarily delivered through PSHE and within the Biology department, although some aspects may also be covered by the Religious Studies (RS) Drama and English departments.
- The Sixth Form Curricular Enrichment programme also includes speakers on the dangers of alcohol and drugs.
- GCSE RS also includes modules on personal responsibility and drugs.
- The Head of PSHE and the Biology Department staff will be responsible for the planning and delivery of the Drugs Education Programme, using a wide variety of resources.
- Drugs Education will be delivered in form group Biology lessons in the First, Second and Third Years and in Biology sets in the Fourth Year.
- The effectiveness of the Drugs Education Programme will be reviewed annually.

### **Specific Issues Statements**

- Issues relating to Drugs 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 made aware of the safeguarding procedures regarding all types of abuse and receive regular safeguarding training. Any queries regarding safeguarding policy or procedures should be referred to Owen Morris (JOM - Deputy Head), Pippa Message (PZM -

Deputy Head), Mark Nicholson (MAN – Assistant Head) and Dan Fendley (DJF – Induction Tutor), the Designated Safeguarding Persons at Hampton School.

- Pupils who are found to be in contravention of School policy with regard to illegal or controlled substances may be entered onto a specific Drugs Education Programme to help them deal with the issues involved. For more details on this programme, please contact the Deputy Head (Owen Morris) or the School Counselling team.

### **Communication with Parents**

There will be opportunities for parents to discuss any concerns with the Head of PSHE or the appropriate member of the Biology department by arrangement, including at parents' evenings.

Members of Staff Responsible: Phil Langton (PHL - Head of Biology)     Jack Talman (JHT - Head of PSHE)

## **12. Sex Education at Hampton**

The needs of our pupils in terms of information and guidance are no different from those of pupils elsewhere. Therefore, the School provides a comprehensive, taught programme of sex education through the Biology curriculum and PHSE lessons. The sex education programme will be delivered alongside the current Biology curriculum. Pupils may not be withdrawn from any work that forms part of the examined Biology specification.

### **Moral Framework and Values**

Hampton School aims to provide a challenging and demanding education in a friendly and supportive environment for boys of high academic promise from a variety of social, ethnic and religious backgrounds. The School is committed to addressing the personal and social development of our boys as well as preparing them academically. Hampton School attempts to achieve these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.

### **Aims and Objectives of Hampton School Sex Education Policy**

Hampton School aims to provide 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 the way 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, helps them to come to terms with the emotional upheaval of adolescence
- actively promote fundamental British values of individual liberty, mutual respect and tolerance

### **Content of Sex Education Programme**

**All year groups, from First to Upper Sixth, will have time in PSHE lessons to consider how to stay safe online and be made aware of issues surrounding Child Sex Exploitation online.**

*(All areas in bold are taught by the Biology Department; others are taught through the PSHE programme.)*

### ***First Year (11-12 years)***

Developing an understanding of the changes which occur during puberty

### ***Second Year (12-13 years)***

- **Reproduction as one of the characteristics of living things\***
- **The Human reproductive system including reproductive organs and fertilisation\***
- An outside speaker to discuss the impacts of puberty and relationships on the boys
- **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

### ***Third Year (13-14)***

As part of third year Sex Education carousel all of the following are covered:

- 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 of catching STIs
- Raise awareness of the signs and symptoms of the common STIs
- Learn and practice assertiveness techniques with regards to one's own sexual choices
- Learn the signs and symptoms of testicular cancer and how to carry out testicular self-examination
- Raise awareness of the high rates of teenage pregnancies in the UK
- Developing 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, sexual orientation, consent and the laws relating to sex in the UK
- Consider the effects of the availability of pornography on the internet
- Raise awareness that students should report any sex abuse that they ever become aware of
- Reflect upon issues surrounding Child Sexual Exploitation and how to stay safe and avoid this.

### ***Fourth Year (14-15)***

- **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**
- 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
- An outside speaker to consider the impact of pornography on attitudes towards sex and relationships

### ***Fifth Year (15-16)***

- **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**
  - **Review the signs and symptoms of the common STI's and their prevention**
  - **Foetal development (IGCSE students)**
  - Discuss responsible choices with reference to contraception and safer sex
- (\*N.B. 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.
- Discuss responsible choices around sex at university

### **Organisation**

- Sex Education is primarily delivered within the Biology Department and through PHSE, although some of the aspects will be covered by the R.S. Dept.
- The Sixth Form Curriculum Enrichment Programme also includes an outside speaker talking on the topic of sex and relationships.
- The Head of PSHE and the Biology Dept. Staff will be responsible for the planning and delivery of the Sex Education Programme.
- Sex Education will be delivered in Form Group Biology lessons in the Second Year and Biology sets in the Fourth Year and through the PHSE Programme.
- The Sex Education Programme will be reviewed annually.

### **Specific Issues Statements**

- Issues such as contraception, homosexuality, abortion, AIDS, HIV and STI's will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, other than to promote the fundamental British values of individual liberty, mutual respect and tolerance, 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 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 PSHE. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary.
- Parents considering withdrawal 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 they will receive the information second-hand from their friends outside the classroom.
- All teachers at Hampton are made aware of the safeguarding procedures regarding all types of abuse and receive regular safeguarding training. Any queries regarding safeguarding policy or procedures should be referred to Owen Morris (Deputy Head – Designated Safeguarding Lead), or to Pippa Message (Deputy Head - Designated Safeguarding Officer), or Mark Nicholson (Assistant Head – Designated Safeguarding Lead) or Dan Fendley, (Induction Tutor - Designated Safeguarding Officer).

### **Communication with Parents**

There will be opportunities for parents to discuss any concerns with the Head of PSHE or the appropriate member of the Biology department by arrangement, including 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 (Deputy Head) is the Designated Safeguarding Lead; Ms P Z Message (Deputy Head), Mr D J Fendley (Induction Tutor) and Mr Mark Nicholson (Assistant Head) are the School's Designated Safeguarding Officers, 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. Members of the Governing Body (Mrs M Ellis and Mr A Munday) are 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 documents *Working Together to Safeguard Children (2015)* and *Keeping Children Safe in Education (2016)*.

Every pupil should feel safe and protected from any form of abuse. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- i. ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people
- ii. follow the local inter-agency procedures of the Richmond Safeguarding Children Board;
- iii. be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- iv. deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan;
- v. design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- vi. be alert to the medical needs of children with medical conditions;
- vii. operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- viii. teach pupils about safeguarding, for example through use of online resources, through the curriculum and Personal, Health and Social Education (PSHE);
- ix. take all practicable steps to ensure that School premises are as secure as circumstances permit;
- x. operate procedures to promote the educational achievement of children who are looked after;
- xi. have procedures in place for dealing with children that go missing from education;
- xii. be alert to the threats of specific safeguarding issues as outlined by Keeping Children Safe in Education 2016, such as Child Sexual Exploitation;
- xiii. have procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate.

**A copy of the School's Safeguarding Policy is available from the School website and from the Bursary 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. Mindfulness, Wellbeing and Resilience lessons**

Hampton School is one of the pioneers of Mindfulness practice in education. We introduced Mindfulness in 2008 and use the *Mindfulness in Schools Project's (MiSP) .b course* which is specifically aimed at introducing Mindfulness to teenagers in schools and designed to encourage and support the flourishing of young minds. There are five qualified Mindfulness teachers at Hampton. Mindfulness is introduced as part of the Fourth Year curriculum alongside a course in *Wellbeing and Resilience* that has been written by, Mark Nicholson (Assistant Head). It has also been introduced into other year groups in recent years.

Mindfulness techniques help build confidence, wellbeing and focus, enabling all pupils to flourish. They help us to recognise our inner critic and balance this with more discernment and kindness towards ourselves. With this often comes more confidence as well as encouraging top performances academically and in sport. Boys involved in music, drama and public speaking also follow the practices from the course allowing them to deliver exceptional performances on stage.

Hampton staff are also all offered the opportunity to attend a Mindfulness Course. To date demand has been so strong that we run a continual programme of staff courses as part of our commitment to support the wellbeing of all elements of our School community.

#### **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.

##### **Rewards**

The School recognizes the importance of praise and rewards in promoting good behaviour. We aim to reward good behaviour informally and also to recognize and praise achievements of all different types through publications and assemblies. Examples of places where boys receive praise are:

- Year Group weekly blogs
- Praise in the weekly whole school assembly
- Praise in Year Group assembly
- Publications such as The Lion, News from Hampton etc.
- In stories on the website

##### **Merits**

Merits are available to boys in the First to Fifth Years. 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 attached to a special sheet that boys have at the back of their homework diaries. Once a boy has collected 10 merits (he will have completed his sheet at this point) he should take his homework diary to the Head of Year (HoY) who will sign the sheet. The HoY will send home a certificate of congratulation. In the Fourth and Fifth Years, boys can exchange 10 merits for vouchers for School breakfasts. Further merits result in additional



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 Lower School and Third Year and Senior Prizegiving Evenings.

### **Sixth Form Merits or “Panini Points”**

‘Panini points’ can be awarded to Sixth Form boys. They are awarded by members of staff for notable academic achievement or effort on a particular piece of work, or for service to the School. Boys carry both an ‘Academic Panini Card’ and an ‘Activities Panini Card’, which should be signed by the relevant member of staff. Once a boy has achieved 10 Academic Panini Points, he can exchange his completed Panini Card with his Head of Year or Assistant Head of Year for a Panini Voucher, entitling him to two free Panini from the Sixth Form cafeteria; in addition, £5 will be donated by the School to Form Charity. Upon collecting 40 Academic Panini Points, boys will be awarded an Academic tie.

### **Prizes**

Prizes (usually two per Form in the First to Fourth Years) are also awarded for all-round excellence, for 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, which can be exchanged for a book of the pupil’s choice. The book is then presented to the pupil at the Lower School, Third Year Evening or Senior Prizegiving Evenings.

Prizes include:

- Form Prizes (decided by the Head of Year after discussion with Form Tutors)
- Lower School prizes for endeavour
- GCSE subject prizes for Fourth and Fifth Year for the best result (one prize per subject), and also prizes for all those with very strong overall performance at GCSE.
- A level/Pre U subject prizes
- A Level/Pre U prizes for pupils gaining 4 or more A grades (or equivalent)
- Sixth Form Subject prizes nominated by Heads of Department
- Parents’ Association Prizes for original work
- The Brian May Cup and prize for original thinking in Science or Technology
- The Ken Harris Prize for Endeavour

### **Academic Ties**

Senior boys are awarded blue Academic Ties via one of two routes: either they receive 40 ‘Panini Points’ (merits) for academic effort over a period of time; or they are nominated by departments for their overall approach to the subject during the Lower Sixth and excellent performance in the public examinations undertaken at the end of that year. Academic Ties are presented in assembly by the Headmaster.

### **School Service Ties**

Senior boys who have made a particular contribution to the wider life of the School are awarded a yellow Service Tie. Pupils who receive Service Ties should normally be in the Upper Sixth Form. These pupils will have made a very major contribution in some particular aspect of the co-curricular life of the School. This might include sport, the performing arts, CCF, and societies or other activities. School Service Ties should not be awarded merely for taking part, but are earned by those who have shown leadership, outstanding skill or a particularly high degree of commitment in a given field.

### **Sanctions**

## **Breaches of School Discipline**

The Headmaster (or one of the Deputy Heads) may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the School Rules.

In the case of minor disciplinary issues a teacher might deal with them himself/herself without using formal sanctions: examples would be with a verbal reprimand, by requiring unacceptable work be repeated, or by sending a boy out of a classroom for a short period of time, etc. However, it is important that appropriate use is made of the official School detention system, with reference to Form Tutors and Heads of Year. This is so that if there are difficulties occurring in several areas this will quickly become apparent.

The following formal Sanctions may be used at Hampton School as a punishment for misbehaviour. If teachers are unclear about which sanctions are appropriate, they should discuss the matter with a Head of Year or the Deputy Head (Pastoral) to ensure a consistent approach to behaviour management is applied.

Records of all detentions are retained and monitored by pastoral staff (Assistant Heads of Year, Heads of Year and the Deputy Head (Pastoral), JOM)

### **1. Detentions Year 1-5**

Detentions take place in the lunch break rather than after School. Detentions are taken by Assistant Heads of Year in rooms allocated by the Deputy Headmaster (JOM). The venues for detentions are listed in the School Code section of the yellow School Calendar.

- **Work detentions**

These are given for work-related issues and take place immediately at the start of lunch each day. They last for 30 minutes (First to Third Years) or 40 minutes (Fourth and Fifth Years). Pupils should always take some work to do in these detentions even if none has been formally set.

### **Conduct detentions**

These are given for minor misbehaviour and also take place immediately at the start of lunch each day. Conduct detentions can be set by teachers for either 15 or 30 minutes' duration.

### **2. Sixth Form detentions**

- **Missed, late or unsatisfactory work**

Minor work related problems will often be addressed initially in subject clinics at lunchtimes or after School. Other problems, such as missing, incomplete or unsatisfactory homework might merit that a boy be placed in the Sixth Form Detention. The Sixth Form Detention takes place on Tuesdays and Thursdays in the Demo (Wolfson) Lab. in Biology from 4.00pm to 5.00pm.

- **Sixth Form Behavioural Issues**

A Sixth Form boy may be placed into the Sixth Form Detention for behavioural reasons. More serious behavioural issues might lead to a boy receiving a Friday Head of Year detention, or a Saturday Headmaster's Detention, after a referral to the Deputy Headmaster (JOM).

### **3. Head of Year detentions**

A Head of Year detention is given either for the accumulation of 90 minutes of Conduct detentions. A Head of Year detention can also be given for a single, more serious disciplinary issue. Head of Year detentions are held after School on Fridays and last for one hour.

### **4. Headmaster's Detention**

Headmaster's Detentions take place on Saturday mornings and are accompanied by a letter from the Pastoral Handbook2019-20

Deputy Headmaster (JOM) to the boy's parents. Headmaster's detentions are reserved for serious offences, for the accumulation of detentions, or for a number of disciplinary offences which together constitute an unacceptable pattern of behaviour. The relevant Head of Year will consult with the Deputy Headmaster if he/she feels that an incident reported to them 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.

. 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 50 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.

### **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 40 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.

The School runs a residential leadership course for Sixth Form pupils 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.

## **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.

## THE HAMPTON SCHOOL CODE OF CONDUCT

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. These are intended to help 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. Courtesy towards all members of staff and visiting adults should be exercised by holding doors open, giving way in corridors, etc.

***Bullying has no place at Hampton School. Incidents of bullying of any kind, including cyber bullying, will be viewed very seriously indeed and addressed under the School's Anti-bullying Policy.*** 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. The full range of School disciplinary sanctions may be used when the School has found that bullying has taken place. A pupil may lose his place at the School for perpetrating bullying behaviour.

### 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 from time to time and concerns 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 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. 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 5.30 pm.

### 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 and 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 dark business suits; this must include, a formal shirt (no 'lumberjack'-style checked shirts) 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 and 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. They must sign the late list in the Reception area if they arrive too late for morning registration, but before 9.30am. If they arrive after 9.30am they should register with Reception.

## **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 ensure that all property which is brought to School, including IT equipment, clothes and games kit, is clearly named. Losses must be reported to the teacher-in-charge of Lost Property (Mr Hurst) 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 - 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
- Use the blue recycling bins for paper, cardboard, plastic bottles and other commonly recycled materials
- 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 CO<sub>2</sub> emissions

Recycling bins have been placed in the display area near the Design and Technology Department for the following items: printer cartridges, mobile phones, batteries.

## Absence from School

If a boy has a dental or medical appointment during School hours, *notice of this should be given in advance to the Form Tutor. If notice is given by e-mail, the e-mail should be copied to [absence@hamptonschool.org.uk](mailto:absence@hamptonschool.org.uk)*. The boy must sign out with School Reception when leaving the premises and back in when returning. If he is absent for unforeseen reasons, for example through illness, his parents *should telephone the School Office or e-mail the Form Tutor, copying the e-mail to [absence@hamptonschool.org.uk](mailto:absence@hamptonschool.org.uk), on that day and any subsequent day(s) 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 communication 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 or via e-mail to the Head of Year as soon as the need for absence is known and well in advance.*

## Boys Sick or Off Games

If a boy is feeling unwell during a lesson or is injured during a PE or Sport lesson 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 Sport 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 Sport 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, they are required to wear a seat belt and they 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 available from 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: **charged** iPads, pens, pencils, coloured pencils, pencil sharpener, rubber, ruler, glue-stick, homework diary, rough work book and the appropriate text and exercise books. It will be useful to have the following in some classes: a calculator, protractor, 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 on 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 for their final grade.

### **Detentions**

Conduct Detention (*in Room M12*) and Work Detention (*in Room M11*) take place immediately at the start of lunch. When putting someone in detention, the teacher will agree a date with him (normally the next day). Only music lessons or another detention take priority, but teachers might be willing to postpone a detention if given a good reason.

**Conduct Detention:** These are given for poor behaviour and can be set by teachers for either 15 or 30 minutes' duration. As a general rule, a 15-minute Conduct Detention would be an appropriate sanction for relatively minor misbehaviour like talking in class (after a warning), deliberately and persistently leaving a shirt top button undone, eating in the corridors, consistently forgetting equipment or a text book. A 30-minute conduct detention would be an appropriate sanction for repeated incidences of minor offences of the type listed above, or for a more significant behavioural offence (e.g. a mobile phone going off in a lesson, use of an iPad or other device at an inappropriate time, disruptive behaviour, or rudeness to teaching or support staff).

**Work Detention:** a Work Detention should be given for work-related issues only (e.g. if homework has not been completed or if it has not been done to an appropriate standard) and lasts for 30 minutes. A Work Detention is the appropriate sanction if a boy has not handed his exercise book in on time or has forgotten to do so. Boys should ensure that they have some work to do in Work Detention: often this will be to do or re-do the missing homework, but if this is not appropriate then they must bring another task to complete.

**Head of Year Detention (all Years):** Head of Year detentions take place on Fridays for one hour after School and are for more serious single offences, for an accumulation of 90 minutes of Conduct Detentions, or for a series of minor offences. They take place in Room 10 and boys have to take home a 'pink slip' to be signed by their parents.

**Headmaster's Detention (all Years):** Headmaster's Detentions are reserved for very serious breaches of the School Code or an unacceptable pattern of behaviour (e.g. persistently acquiring other detentions, consistently poor conduct or lack of co-operation). They are issued by the Deputy Head (JOM) in consultation with the relevant Head of Year. Headmaster's Detentions take place on Saturday morning (beginning at 9 a.m.) and last two hours.

**Sixth Form detentions:** Minor work related problems will often be addressed initially in subject clinics at lunchtimes or after School. Other problems, such as missing, incomplete or unsatisfactory homework might merit that a boy be placed in the Sixth Form Detention.

### **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 have equal



status, and can be identified by the different ties that they wear. Younger boys must always follow instructions given to them by Prefects and Mentors in the course of their duties. Senior Prefects and Senior Mentors may 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 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 lunchtime, 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, or 5.30pm if they are working in the Library, 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, visits to the Library, School functions and sports fixtures.
- The hard play area adjacent to the Garrick Building may be used every school day during the Autumn and Spring Terms. 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 and around the school.
- 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 gallery, Hammond Theatre, Drama Hall gallery, Music Hall, Music Technology room, Music practice rooms
- 5) The Lecture Theatre and Pavilion Room
- 6) The 1<sup>st</sup> rugby 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. You must stay within the School grounds throughout the School day although Sixth Form boys may leave the premises *on foot* during lunch break, provided that they sign out and in at School Reception. *They must not go out in a car, and must stay within easy walking distance.*

They may *not* go into Kingston, Twickenham, etc. Sixth Form boys may leave School after their last taught afternoon period, provided that 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 monitors pupils' use of School computers and the School network. The School's E-Safety policy appears on the School website.

### **Use of electronic devices**

During the School day boys are strictly prohibited from using iPads, smart phones, laptop dongles, VPNs (Virtual Private Networks) or any other means to access the Internet directly, i.e. bypassing the School's wireless network, filtering and monitoring systems, and they must abide by the School's Acceptable Use Policy. All devices should be **fully charged** at home each evening and charging cables should not be brought into School. 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. 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.

### **iPads**

iPads (or other tablet computers) may only be used in school for educational activities and with the explicit permission of a teacher or other member of staff. Devices must be brought to all lessons, but should be switched to "standby" or "silent" modes and remain in bags unless a teacher instructs otherwise. They should be transported between lessons in school bags, and kept in lockers when unattended. Devices may not be used in Form rooms or at other locations around the School site before school, at morning break time, or at lunchtime unless with the explicit permission of a member of staff. Failure to follow these regulations is likely to result in a sanction (usually a 30-minute Conduct Detention) and/or confiscation.

### **Mobile Phones**

**Boys in the First to Fourth Year** may keep their mobile phones on their person, at their own risk, but they *must* be switched off or on the "silent" or "standby" setting and *must not* be used during School hours unless with a teacher's explicit permission. Failure to observe these rules is likely to incur a 30-minute Conduct Detention.

**Boys in the Fifth Year and above *only*** may use mobile phones 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 and with the explicit permission of the subject teacher.

*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, on School trips or activities:

- Illegal substances
- Illicit substances
- Alcohol
- Fireworks
- Pornographic/indecent images
- 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
- Laser torches
- Tins or canned drinks
- Nuts of any kind, including those in snack bars, chocolate bars and peanut butter

A search may be conducted if a member of School staff has reasonable grounds to suspect that a pupil has any of the above items in his possession, including in his locker/belongings or on an electronic device. This includes suspicion of his possessing stolen items.

### **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 PSHE 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 School activities.

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 or from the Bursary.

The Code of Conduct applies to all pupils when they are on the School premises, or in the care of the School, or wearing School uniform, or are otherwise representing or associated with the School in any way; on journeys to and from School, on School trips or during School-related activities at any time; it includes conduct that may occur away from School that affects the welfare of a member or members of the School community or which brings the school into disrepute.

## **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
- Complaints Procedure
- Curriculum Policy
- Details of academic performance in the previous year
- English as an Additional Language (EAL) Policy
- E-Safety Policy
- Inspection Report
- Learning Difficulties and Disabilities (LDD) and Special Educational Needs (SEN) Policy
- Safeguarding Policy
- School Contact Details
- School Ethos and Aims