Hampton Court House

Behaviour Policy

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Reviewed by ACB

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1. Introduction, scope and legal framework

This policy applies to Hampton Court House (HCH), including the Early Years, Prep, Senior School and Sixth Form. It sets out the behaviour culture the school seeks to create, the expectations placed on pupils and adults, and the fair and proportionate response when expectations are not met.

The policy reflects Behaviour in schools: advice for headteachers and school staff (DfE, February 2024), Keeping children safe in education 2026, the Equality Act 2010, the Independent School Standards, Searching, screening and confiscation at school, Mobile phones in schools and Restrictive interventions, including the use of reasonable force, in schools (effective April 2026).

This policy should be read with the Student Code of Conduct, Anti-Bullying Policy, Child-on-Child Abuse Policy, Safeguarding and Child Protection Policy, Mobile Phone and Yondr Pouch Policy, Searching and Confiscation Policy, SEND Policy and Complaints Policy. The school does not use corporal punishment, and force must never be used as a punishment.

2. Aims and behaviour culture

HCH aims to provide a calm, safe, inclusive and supportive environment in which every pupil can learn and flourish. Staff explicitly teach routines and expectations, model respectful conduct and respond consistently, while recognising that pupils may need different support to meet the same high expectations.

- promote good behaviour, self-discipline, respect and responsibility;
- protect pupils and staff from bullying, discrimination, harassment, violence and disruption;
- use praise, relationships, routines and restorative work to strengthen the school community;
- respond to behaviour fairly, promptly and proportionately; and
- identify and address safeguarding, SEND, mental-health or pastoral needs that may contribute to behaviour.

3. Expectations of pupils

Pupils are expected to follow the Student Code of Conduct and reasonable instructions from staff. In particular, pupils should:

- allow teachers to teach and other pupils to learn;
- treat pupils, staff, visitors and members of the public with respect and kindness;
- take responsibility for their choices, safety and impact on others;
- move calmly around the school and behave appropriately when not directly supervised;
- respect school property and the belongings of others;
- meet the school's standards for attendance, punctuality, dress, equipment, lanyards and technology; and
- report bullying, harassment, unsafe behaviour or safeguarding concerns to a trusted adult.

4. Roles and responsibilities

The governing body/proprietor and Principal

The governing body/proprietor and Principal are responsible for the school's behaviour culture, ensuring this policy is implemented consistently, lawfully and with appropriate regard to safeguarding, equality and SEND. Leaders review behaviour information, oversee serious sanctions and ensure staff receive suitable training and support.

Staff

All staff model the behaviour expected from pupils, establish clear routines, use age-appropriate de-escalation and follow the relevant behaviour chart. Staff should address behaviour they witness, record concerns accurately on ePraise and/or CPOMS, and seek on-call, pastoral or safeguarding support when required. Low-level concerns about an adult's conduct towards a child must be reported under the Safeguarding and Child Protection Policy.

Parents and carers

Parents and carers are expected to support the Student Code of Conduct, reinforce respectful behaviour and work constructively with the school. HCH will communicate concerns and significant sanctions promptly, share relevant support plans and listen to contextual information provided by families.

Pupils

Pupils will be taught the school's expectations and have opportunities to contribute through form time, assemblies, the Student Council, pupil voice activities and the anonymous reporting system. Pupils are expected to participate honestly in reflection and restorative work.

5. Promoting and teaching positive behaviour

Positive behaviour is developed through strong relationships, predictable routines, clear teaching, thoughtful curriculum planning and recognition. Staff use personal praise, House Points, communication with home, assemblies, PSHE and the pastoral programme. House Points are linked to HCH values: Readiness, Responsibility, Respect, Results, Compassion, Courage, Curiosity and Creativity.

Staff take ownership of classroom behaviour and plan appropriately for individual needs. Seating plans are maintained where appropriate, and Senior School staff may request support through oncall@hchnet.co.uk. Recognition should be sincere, equitable and focused on effort, conduct, contribution and progress.

6. Responding to behaviour

The behaviour charts in Appendices 2 and 3 provide a shared framework, not an automatic tariff. Staff should normally use the staged response for low-level behaviour, but a serious incident may be addressed directly at the level that reflects its seriousness. Decisions will consider the pupil's age, circumstances, prior behaviour, intent, impact, any risk to others and any relevant safeguarding or SEND information.

Sanctions must be reasonable, proportionate and applied consistently. They may include a reminder, warning, demerit, reflection, supervision, removal from a lesson, loss of a privilege, restorative work, internal suspension, suspension or permanent exclusion. Pupils will be told why a sanction has been imposed and what they need to do next.

Removal from a classroom is a serious response and will be used for a limited period where necessary to maintain safety or restore a calm learning environment. The pupil will be supervised, given meaningful work where appropriate and supported to reintegrate. Removal must not be used as an informal suspension or as a substitute for meeting SEND or safeguarding needs.

Reflection and restorative work should help pupils understand what happened, who was affected, how harm can be repaired and how a recurrence can be prevented. A restorative conversation or meeting will be used only when safe and appropriate and will not be imposed on a pupil who has experienced bullying, harassment or abuse.

7. SEND, disability and additional needs

HCH maintains high expectations for all pupils while making reasonable adjustments for disabled pupils and responding to SEND. Staff will consider whether behaviour may be linked to an unmet need, communication difficulty, sensory distress, trauma, mental ill health or another vulnerability. This does not mean that unsafe or harmful behaviour is ignored; it means that the response, support and prevention plan are individualised and lawful.

Where patterns emerge, the school may involve the SENDCo, DSL, pastoral team, school counsellor, educational psychologist, health professionals or local services. Support may include an individual behaviour or risk-reduction plan, adapted routines, mentoring, counselling, teaching of regulation skills, a report card or a multi-agency plan. Plans will be reviewed with the pupil and parents.

8. Behaviour outside school and online

HCH may respond to behaviour outside school or online where the pupil is taking part in a school activity, travelling to or from school, identifiable as an HCH pupil, or where the conduct could affect pupils' welfare, the orderly running or reputation of the school. This includes online bullying, harassment, discriminatory abuse, threats and the sharing of harmful content.

The school will consider the strength and reliability of available information, safeguarding risk, jurisdiction and proportionality. Suspected criminal conduct or a child at risk of harm may be referred to the police, children's social care or another appropriate agency. School action may proceed alongside an external investigation where it is fair and safe to do so.

9. Mobile phones, smart watches and technology

HCH is a phone- and smart-watch-free school. Pupils must follow the Mobile Phone and Yondr Pouch Policy throughout the school day and on school activities where it applies. Confiscation will be carried out lawfully and proportionately, and reasonable adjustments will be considered where a pupil has a disability, medical need or agreed safeguarding arrangement.

10. Bullying, discrimination and child-on-child abuse

Bullying, discriminatory abuse, sexual harassment, sexual violence and other forms of child-on-child abuse are not tolerated or dismissed as banter or an inevitable part of growing up. Reports will be taken seriously, recorded and responded to under the Anti-Bullying, Child-on-Child Abuse and Safeguarding and Child Protection policies. The DSL will be informed promptly where behaviour may constitute abuse or create a safeguarding risk.

The response will be child-centred and risk assessed. HCH will support the child who has experienced harm, consider the needs and risks presented by the child alleged to have caused harm, protect other pupils and make referrals to children's social care or the police where required. Behaviour sanctions and safeguarding action are separate but connected processes.

11. Drugs, alcohol, smoking and vaping

Possessing, using, supplying or being under the influence of illegal drugs, alcohol, tobacco or vaping products on school premises or during school activities is prohibited. Incidents will be managed under this policy and the school's safeguarding and substance procedures, with consideration of medical needs, exploitation, criminal involvement and referral to external agencies. The outcome will depend on the individual facts and may include suspension or permanent exclusion.

12. Searching, screening and confiscation

Searching and confiscation will be undertaken only by authorised staff and in accordance with current DfE guidance and the school's Searching and Confiscation Policy. Staff will consider safeguarding, the pupil's age, sex, SEND, communication needs and any known trauma. Searches will be recorded where required, and parents will be informed in accordance with the guidance unless doing so would create a safeguarding risk.

13. Suspension and permanent exclusion

As an independent school, HCH is not governed by the statutory exclusion process that applies to maintained schools, academies and pupil referral units. Suspension and permanent exclusion are therefore governed by the school's parent contract, this policy, the Independent School Standards, the Equality Act 2010 and applicable safeguarding and contractual duties.

Only the Principal, or the person formally acting in that role, may suspend or permanently exclude a pupil. A suspension may be imposed for a serious breach or persistent breaches of the policy. Permanent exclusion is reserved for the most serious circumstances, including where continued membership of the school is incompatible with the welfare, safety or education of the pupil or others.

The school will investigate fairly, consider the pupil's account and relevant evidence, take account of SEND, disability and safeguarding information, and keep a written record of the decision and reasons. Parents will be notified in writing of the sanction, duration and arrangements for education, return or review. A reintegration meeting and support plan will normally follow a suspension.

Where the parent contract or complaints procedure provides a review of a permanent exclusion decision, parents will be given the relevant information and timescale. HCH will make required safeguarding, children-missing-education and local-authority notifications when a pupil leaves the school roll.

14. Recording, monitoring and communication

Behaviour incidents and sanctions are recorded on ePraise and/or CPOMS according to their nature. Safeguarding concerns, bullying, discrimination, sexual misconduct, serious aggression, searches and restrictive interventions must be recorded on CPOMS and brought to the attention of the appropriate senior leader or DSL.

Leaders review behaviour information at least half-termly to identify repeat incidents, locations, times, affected groups and disproportionality, including patterns relating to SEND, disability, race, sex and other protected characteristics. Information is used to improve supervision, curriculum, staff practice and individual support. Records are handled in accordance with data-protection law and the school's retention schedule.

15. Restrictive interventions and reasonable force

HCH seeks to minimise the need for restrictive intervention through positive relationships, early identification of need, environmental adjustment, co-regulation and de-escalation. Reasonable force may be used only when lawful, necessary and proportionate, using no more force than is needed for the shortest practicable time. It must never be used to punish, humiliate or cause pain.

Staff should take account of the pupil's age, size, understanding, disability, SEND, medical needs, trauma history and the risks of the situation. Where foreseeable risk is identified, an individual

plan should set out preventative strategies and agreed responses, with pupil and parent involvement where appropriate. Staff must not use techniques that interfere with breathing, circulation or communication, deliberately cause pain, or place pressure on the neck, chest or abdomen.

Every significant incident involving the use of force must be recorded as soon as practicable on CPOMS and reported to the Principal and DSL. Parents must be informed as soon as practicable, normally on the same day, unless a safeguarding concern makes this inappropriate. The pupil and staff involved should be offered medical attention where needed and a timely debrief. Leaders will review incidents for learning, welfare, disproportionality and changes needed to individual or whole-school practice.

Appendix 1: Early Years behaviour and self-regulation

In the Early Years, behaviour is understood in the context of children's development, communication, attachment, sensory needs and emerging ability to regulate emotions. Staff provide warm, predictable relationships and help children feel safe, valued and able to participate.

- model friendly, respectful and inclusive behaviour;
- use positive, developmentally appropriate language and clear boundaries;
- name feelings, support co-regulation and teach simple ways to solve problems;
- notice and reinforce kindness, sharing, turn-taking and repair;
- work closely with parents and the SENDCo where behaviour is repeated or concerning;
- never humiliate, threaten, shout at, isolate or use physical punishment; and
- never leave a child alone as a behaviour sanction.

Hurtful behaviour and biting

Hurtful behaviour, including biting, is taken seriously while recognising that it can occur during early development. Staff first protect and comfort the child who has been hurt, provide first aid and complete the required accident or incident record. Staff respond calmly to the child who caused the harm, use language the child can understand and help them regulate and learn an alternative response. Children are not labelled as "naughty" or forced to apologise.

Repeated behaviour will be observed for patterns such as tiredness, communication need, sensory overload, frustration or unmet developmental need. Staff will agree consistent strategies with parents and may seek SEND, safeguarding or external support. Where skin is broken, staff follow first-aid and infection-control procedures and seek medical advice where necessary.

Rough-and-tumble and fantasy play

Staff recognise that imaginative and rough-and-tumble play can be developmentally normal. Clear boundaries keep play consensual and safe, and adults use teachable moments to develop empathy, negotiation and alternative ways to resolve conflict.

Appendix 2: Prep Behaviour Chart (Years 1-6)

How to use this chart

For low-level behaviour, staff should normally follow the staged L0-L2 response. Repeated behaviour moves to the next appropriate level. More serious incidents may be addressed directly at the level shown; staff do not need to work through earlier levels first. Responses must remain age appropriate and take account of SEND, disability, safeguarding and individual circumstances.

Level	Consequence	Follow-up / Action	When this level applies
0	Reminder of expectations	Briefly restate the expected behaviour and allow the pupil to reset.	**FIRST INSTANCE** • First display of low-level disruption or off-task behaviour • First refusal to follow instructions
1	Verbal warning	Make the next step clear and give the pupil an opportunity to make a positive choice.	**ESCALATION** • Low-level disruption or refusal continues after an L0 reminder **DIRECT EXAMPLES** • Poor corridor or public behaviour • Eating in class when not appropriate, including chewing gum

2	Log an ePraise demerit	The class teacher or form tutor speaks with the pupil. Parents may be contacted where necessary. Seek a senior colleague if immediate support is needed.	**ESCALATION** • L1 behaviour continues following a warning **DIRECT EXAMPLES** • Repeated lack of homework, PE/Ballet kit or classroom equipment • Lateness • Unkind behaviour • Y5-6: no Yondr pouch, phone confiscation or no lanyard
3	Class Teacher reflection time; log an ePraise demerit	Complete an age-appropriate reflection. Parents are notified. The Class Teacher monitors recurrence.	**ACCUMULATION / REPEAT** • Three or more demerits in the same week • Repeated L2 behaviour **DIRECT EXAMPLES** • Rude or disrespectful behaviour towards another pupil • Leaving class without permission • Dangerous or careless behaviour • Ignoring or walking away from a member of staff

4	Lunchtime reflection with a Head of Prep	A suitable reflection or restorative task is completed. Parents are notified by a Head of Prep. Additional support is considered.	**ESCALATION / REPEAT** • Repeated L3 behaviour **DIRECT EXAMPLES** • Being rude to a member of staff • Internal truancy or leaving the premises without consent • Vandalism • An incident of bullying • Physical aggression towards another pupil
5	Internal suspension or other significant in-school sanction	Reflection and restorative work; parents notified by a Head of Prep or Vice Principal Pastoral. A parent meeting and support/action plan may be required.	**ESCALATION / REPEAT** • Repeated L4 behaviour **SERIOUS INCIDENTS** • Verbal abuse, including discriminatory language • Sexual harassment or sexualised behaviour requiring DSL oversight • Verbal aggression • Bullying • Physical aggression or threatening behaviour

6	Suspension, with duration decided by the Principal or delegated senior leader	Written notification and parent meeting. Reintegration meeting and support plan before or on return.	**ESCALATION / REPEAT** • Repeated L5 behaviour • Continued threatening or bullying behaviour **SERIOUS INCIDENTS** • Physical aggression with intent • Threatening behaviour with intent • Smoking, vaping, drugs or another serious prohibited item • A serious one-off incident
7	Permanent exclusion	Written decision and meeting with parents and the Principal; information about any contractual review process is provided.	**MOST SERIOUS CONDUCT** • Repeated L6 behaviour • Assault • Possession of a weapon, illegal drug or other illegal material • Conduct that the Principal reasonably considers incompatible with continued membership of the school

Appendix 3: Senior and Sixth Form Behaviour Chart (Years 7-13)

How to use this chart

For low-level behaviour, staff should normally follow the staged L0-L2 response. Repeated behaviour moves to the next appropriate level. More serious incidents may be addressed directly at the level shown; staff do not need to work through earlier levels first. Seek pastoral support where the appropriate response is unclear.

Level	Consequence	Follow-up / Action	When this level applies
0	Reminder of expectations	-	**FIRST INSTANCE** • First display of low-level disruption • First refusal to follow instructions
1	Verbal warning	-	**ESCALATION** • Low-level disruption continues after an L0 reminder • Refusal continues after an L0 reminder **DIRECT EXAMPLES** • Poor corridor behaviour • Poor public behaviour • Chewing gum

2	Log an ePraise demerit	A senior member of staff can be requested if needed via oncall@hchnet.co.uk. Parents may be contacted by the classroom teacher or form tutor if necessary.	**ESCALATION** • L1 behaviour continues following a verbal warning **DIRECT EXAMPLES** • Non-completion of homework • No PE kit or classroom equipment • Arriving late to registration or a lesson • Eating in a lesson or around the school building at lunchtime • Unkind behaviour towards others • No Yondr pouch / mobile phone confiscation • No lanyard
3	Lunchtime supervision (held at 1pm in F2)	A reflection sheet will be completed. Parents are notified via ePraise by the member of staff issuing the supervision.	**ACCUMULATION / REPEAT** • Three or more ePraise demerits logged within the same week • Second incident of no Yondr pouch / mobile phone confiscation • Repeated L2 behaviour **DIRECT EXAMPLES** • Rude or disrespectful behaviour towards another pupil • Leaving the classroom without permission • Dangerous or careless behaviour • Ignoring or walking away from a member of staff

4	After-school supervision (held at 4pm in F2)	A reflection sheet will be completed. Parents are notified via ePraise by the member of staff issuing the supervision.	**ESCALATION / REPEAT** • Repeated L3 behaviour **DIRECT EXAMPLES** • Being rude to a member of staff • Internal truancy • Leaving the premises without consent • Vandalism • Third mobile-phone confiscation; phone held until collected by a parent/carer • Refusing a mobile-phone confiscation
5	Full-day internal suspension	Reflection tasks and restorative meetings will take place. Parents are notified by the Vice Principal Pastoral. A meeting with parents, Head of Senior, a Vice Principal and/or Principal may be required.	**ESCALATION / REPEAT** • Repeated L4 behaviour **SERIOUS INCIDENTS** • Verbal abuse, including discriminatory comments • Sexual harassment; DSL informed • Verbal aggression towards a pupil or member of staff • An incident of bullying • Physical aggression • Threatening behaviour

6	Suspension, with duration decided by the Principal and/or Vice Principals.	Meeting with parents and the Principal and/or deputies. A reintegration plan will be agreed.	**ESCALATION / REPEAT** • Repeated L5 behaviour • Continued threatening or bullying behaviour **SERIOUS INCIDENTS** • Smoking or vaping on school grounds • Bringing drugs onto school grounds • Physical aggression with intent • Threatening behaviour with intent • A serious one-off incident • Conduct that the Principal reasonably considers would bring the school into disrepute
7	Permanent exclusion	Meeting with parents and the Principal; information about any contractual review process is provided.	**ESCALATION / MOST SERIOUS CONDUCT** • Repeated L6 behaviour • Assault • Possession of weapons, illegal drugs or other illegal materials • Conduct that the Principal reasonably considers incompatible with continued membership of the school

Appendix 4: Key references

- Department for Education, Behaviour in schools: advice for headteachers and school staff (February 2024).
- Department for Education, Restrictive interventions, including the use of reasonable force, in schools (effective April 2026).
- Department for Education, Searching, screening and confiscation at school (current guidance).
- Department for Education, Mobile phones in schools (current guidance).
- Department for Education, Keeping children safe in education 2026.
- Equality Act 2010 and the Education (Independent School Standards) Regulations 2014.