



HANFORD PREP

Discipline, Behaviour & Exclusion Policy



Executive Summary

This policy outlines the principles and procedures regarding discipline, behaviour, and exclusion at Hanford Prep. It serves as a guide to maintaining the school's high standards of conduct and ensuring a safe and supportive environment for all students. The policy highlights the importance of mutual respect, personal responsibility, and the fostering of a positive school culture.

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Introduction

Hanford Prep is a boarding and day school for pupils aged 7 to 13. It prides itself on its genuine, relaxed family atmosphere and the good behaviour and manners of the pupils.

Aims of the School

The aims of the school, as set out on the website are:

- **Fulfilling Potential** - To recognise the breadth of academic capabilities and requirements and enable each pupil to do the very best that she can.
- **Nurturing Talent** - To provide the opportunity, encouragement and support for each pupil to pursue and expand her interests both within and beyond the classroom.
- **Valuing Individuality** - To recognize that each pupil develops at her own speed, with her own interests, abilities and needs; and to maintain the flexibility to respond accordingly.
- **Encouraging Respect** - To help the pupils to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.
- **Cherishing Childhood** - To provide the time, the opportunity and the environment for free play.

In order to achieve these aims, it is essential that the school has suitable policies: to ensure that all individuals are respected and their individuality valued; to ensure that pupils are encouraged to achieve; to promote positive behaviour, encourage self-discipline, deal with any discipline issues fairly and consistently and allow it to exclude pupils when alternatives are either exhausted or inappropriate.

Key Principles

The following principles form the basis of this policy:

- To be effective, rewards and sanctions should be applied fairly and consistently
- Good discipline helps overall school effectiveness by providing a good learning and teaching environment – it is an important pre-condition for pupils' levels of attainment.
- Good discipline is central to the organisation of school life – it has a positive influence on teacher and pupil morale, making school an enjoyable and interesting place to be.
- Good discipline is central to pupils' safety and well-being – it is part of the personal and social development of pupils.
- The School's duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and making reasonable adjustments for these pupils.

Aims of this Policy

- To promote and articulate the whole-school approach to the task of achieving and maintaining high standards of discipline.
- To establish clear and reasonable principles, setting the boundaries of acceptable behaviour, and providing guidelines.
- To reinforce the maintenance of a positive and productive ethos for the whole school in which there is insistence on high standards of behaviour at all times.

- To acknowledge the importance of rewards, with a proper emphasis on well-deserved praise. Sanctions are to be exercised as appropriate and applied with fairness, flexibility and without discrimination.
- To enhance the quality of the school as a community, and nurture the ethos of the school in terms of relationships between teachers; between teachers and pupils; between teachers and parents; and between pupils.
- To reinforce the importance of positive influences and models of acceptable behaviour; the encouragement to pupils to develop self-esteem and self-discipline; and high expectations by staff of good pupil behaviour.
- To protect the reputation of the school community as a whole.
- To protect school property and the wider environment.

Roles and Responsibilities

All staff have a responsibility to:

- promote good behaviour and respect for others;
- prevent all forms of bullying among pupils
- deal with poor behaviour or ill-discipline as and when it occurs; and
- promote self-discipline and proper regard for authority among pupils.

The Deputy Head's role in relation to behaviour and discipline is to:

- have the day-to-day responsibility for maintaining discipline in the school; and
- monitor any rules and guidance
- make recommendations to the Headteacher as to the effectiveness of this policy.

The Head teacher's role in relation to behaviour and discipline is to:

- determine the detail of the standard of behaviour acceptable to the school.

Standards of Behaviour

The Governors and the Headteacher intend that the school rules and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the school, for example during exeat/ half term and in the holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

The school rules and policies for behaviour and discipline shall be set by the Headteacher. The school rules and policies apply to all age groups and at all times when the pupil is:

- at the school or representing the school;
- travelling to or from the school on transport arranged by the school; or
- associated with the school at any time.

All members of staff are expected to encourage good behaviour amongst the pupils, both in and out of school, and apply rewards and sanctions fairly and consistently. The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

The pupils are encouraged to:

- listen carefully and follow instructions.
- treat other people how they would like to be treated themselves.
- show respect for other people and their property.
- work quietly without disturbing their classmates.
- arrive punctually at lessons and activities.
- take responsibility for their own possessions and keep them, their desks and lockers clean and tidy.
- tell the truth.
- do their best.

All staff will follow the guidelines of the school's behaviour management system to ensure a consistent approach. Pupils and parents understand the expectations of the system and the consequences of poor behaviour.

Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently in accordance with the School's Equal Opportunities Policy. None of the school's punishments will be degrading or humiliating and will not be intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night clothes by day), use or withholding of medical, optical or dental treatment, deprivation of sleep, fines or locking in a room or area of a building.

Rewards

The rewards used by the school are:

- verbal praise.
- showing good work to others.
- written praise in exercise books.
- the use of "pluses" and progress and excellence certificates and In boarding, dorm stars of week and dorm cup
- star of the week (extra pluses awarded, privileges such as wearing non uniform and first in line for break)
- proposed promotion in the manners' system; and recommendation for a Headteacher's commendation.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

Sanctions

The Headteacher may prescribe and authorise the use of any sanctions as to comply with good education practice and promote good behaviour and compliance with the school rules. When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/ or the school community as a whole.

Sanctions should be applied for misbehaviour when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

Breaches of discipline are dealt with by staff as they occur by following the school behaviour system summarised below:

1. A verbal first warning (this is often sufficient).
2. If poor behaviour persists, the sanction of a warning is given, and this is recorded on iSAMS.
3. If 3 warnings are given within a half term, then break time is lost during a Reflection session and parents are informed
4. If 3 Reflections are given within a half term, this results in a discussion with parents, the Head/Deputy and the pupil is placed on a Report Card.
5. More serious breaches of school rules or persistent poor behaviour will result in further discussions with parents and the head. This will result in a loss of privileges such as withholding participation in educational visits or sports events which are not essential to the curriculum and working away from their peers.
6. There is a possibility of suspension followed by permanent exclusion if there is no improvement in behaviour.

In accordance with the Equality Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular, we give due consideration to our children with special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the pupil's individual specific needs which could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the Pupil.

Staff should seek advice from the Deputy Head or Head if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability. Where permanent exclusion needs to be considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

Malicious Allegations Against Staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Headteacher or in their absence the Deputy Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Headteacher or in their absence the Deputy Head will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance Keeping Children Safe in Education (September 2025), the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Searching Pupils

Informed consent

School staff may search a pupil or her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the pupil to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent

In relation to prohibited items, the Headteacher and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Such action will be taken in accordance with the DfE guidance Searching Screening and Confiscation (July 2022).

Record-Keeping

All serious incidents of misconduct must be recorded on MyConcern and reviewed regularly by the Headteacher and Safeguarding team for information and/or action. Records will include the name of the pupil concerned, the case owner, reason for the punishment including relevant dates, and the name of the person administering the punishment. Staff are encouraged to record negative behaviour, as well as more minor incidents so that significant patterns and trends in behaviour may be identified and action taken as necessary.

Staff are also encouraged to review MyConcern regularly so that they can keep abreast of general standards of behaviour. Pastoral tutors are expected to review entries relating to their tutees - as are form tutors in connection with their forms and take action where needed including communications with parents.

Any communications between parents and staff must also be noted on MyConcern and or iSAMS. In addition, records of major sanctions are kept on MyConcern/iSAMS in order to facilitate monitoring and the identification by the Headteacher and Deputy Head of significant patterns and trends.

Exclusions

Only the Headteacher or in their absence the Deputy Head can exclude a pupil. Pupils may be excluded for one or more fixed periods or permanently. The following definitions apply:

Removal

The Headteacher or in their absence the Deputy Head may require the removal of a pupil from the school if, after consultation with the parents and if appropriate the pupil, the Headteacher or in their absence the Deputy Head is of the opinion that:

- by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school; or
- a parent has treated the school, members of its staff or any member of the school community unreasonably.

In these circumstances, the parents may be permitted to withdraw the pupil as an alternative to removal being required.

Permanent Exclusion

A pupil is liable to permanent exclusion for a grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches.

The Headteacher or in their absence the Deputy Head is required to act fairly and in accordance with the principles of natural justice.

Fixed Period Exclusion

A pupil may be released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or a Governors' review.

The school seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the school to support the school rules. Parents will be contacted to discuss any disciplinary matter which may result in fixed period exclusion, or where removal or permanent exclusion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

Procedure

Step 1: Investigation

A complaint or rumour about serious misconduct will be investigated. This investigation will normally be co-ordinated by the Deputy Head, and its outcome will be reported to the Headteacher. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being permanently excluded or removed from the school.

The pupil may be interviewed about a complaint or rumour and arrangements will be made for her to be accompanied by a member of staff of her choice and /or by a parent (if available at the relevant time). Minutes of the interview will be recorded in writing by the interviewing member of staff.

It may be necessary to suspend an investigation if external agencies are involved, taking into account advice from the appropriate external agency.

Step 2: Disciplinary meeting

The pupil and her parents (if available) will be asked to attend the disciplinary meeting with the Headteacher or the Deputy Head will explain the circumstances of the complaint and the investigation. The pupil may also be accompanied by a member of staff of her choice. Where the complaint concerns the behaviour of the parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the parents only.

The Headteacher or Deputy Head will consider the complaint/s and the evidence and the pupil and her parents will have an opportunity to state their side of the case. Unless the Headteacher considers that further investigation is needed, they will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard i.e. the balance of probabilities.

If the complaint has been proved the Headteacher or Deputy Head will outline the range of disciplinary sanctions which they consider are open to them. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.

The Headteacher or Deputy Head will give their decision in writing, with reasons, usually within 24 hours of the disciplinary meeting. A decision to permanently exclude or remove a pupil shall

take effect seven days after the decision was first communicated to a parent. Until then, the pupil shall remain excluded and away from school premises. If within seven days the parents have made a written application for a review by the Governors of the decision, the pupil shall remain excluded until the review has taken place and either the sanction is upheld or a reconsidered decision made.

A pupil or her parents may request a Governors' review of the decision to exclude a pupil from the school on a permanent or fixed basis. See Appendix 2.

Use of Reasonable Force

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance [Use of Reasonable Force in Schools \(July 2013\)](#).

They will fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury, to the pupil herself, or to other people
- where there is a developing risk of injury, or significant damage to property, including their own; or
- where a pupil is behaving in a way that is seriously compromising good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere or committing an offence

In these circumstances, force will be used for two main purposes: (1) to control pupils; or (2) to restrain them.

In deciding whether reasonable force is required, the needs to individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Further guidance about the use of reasonable force is provided to staff in the Code of Conduct.

Recording incidents where force is used

It is important that there is a detailed written report of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. The Headteacher or in their absence the Deputy Head should be informed as soon as possible and be provided with a full written report. They will inform the parents of an incident which involves their child and give them an opportunity to discuss it.

Corporal punishment

In accordance with the law there is no use of corporal punishment at Hanford Prep.

Involvement of Stakeholders

Parents

Parents and guardians who accept a place for their child at Hanford undertake to uphold the school's policies (including this policy). They are expected to support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of

academic work and extra-curricular activities. The school is always happy to consider suggestions from parents and hopes that parents find the school responsive and open-minded.

Staff

Matters relating to the behaviour of pupils are discussed at Staff Meetings or informally as situations arise.

Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Members of the various Hanford Committees are encouraged to express their views on the subject of behaviour. Other opportunities for discussion arise during Art Appreciation, Current Affairs and Religious Studies lessons, and during lessons generally, and times with the Form Teachers or during Pastoral Tutor sessions.

Consultation

The Headteacher welcomes any comments about the policy from members of the staff, whether directly or indirectly via the Deputy Head. They also reports any serious issues to the Governors.

Publication

Hanford's Behaviour Policy is available to all parents and prospective parents of pupils at the school and can be requested through the School Office.

Reference to the policy is made in the General Information booklet for parents Hanford's Exclusion Policy is contained within this document

Teaching and Learning

Hanford aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. The school's teaching and support staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the school expects every child to cooperate and to work hard.

Complaints

Should you have a complaint about the operation of the school's policy for discipline, behaviour and exclusion, please contact the Headteacher or in their absence the Deputy Head who will provide you with a copy of the Complaints Policy at your request.

Monitoring and Review

The policy will be reviewed annually, or earlier if necessary.

Appendix 1: Summary of Changes

- Policy updated to reflect new 'Reflection' process.
- Addition of Appendix 2: 1-2-3 Reflection Support.

Appendix 2: 1-2-3 Reflection Support

Low level poor behaviour

e.g. repetitively calling out, talking over others, bad manners, being late, disobedience, not being prepared for lessons, lack of respect for school and other's belongings, lack of work, disrupting others

= Warning 1

- Form tutor and Tutor informed.

Continuation of poor behaviour

= Warning 2

- Form tutor and Tutor informed

Continuation of poor behaviour

= Warning 3 - Reflection room

Pupils can ALSO go straight to 3-Reflection if behaviour warrants this e.g. physical altercations, extreme disobedience, swearing, bullying (in line with anti-bullying policy) deliberate exclusion of others, stealing, vandalism, extreme lateness, out of bounds.

- Parents informed

Following day

At break time, pupil goes straight to reflection room.

- Snack and water provided in room.
- Complete reflection letter with support from member of staff, identifying what has gone wrong and how to put it right for the future
- 5 mins before bell, pupil to leave for fresh air and run around/toilet break

3 Reflections given within a half term

= SYR Report Card for 1 week

- Teacher to record how the pupil has got on in their lesson
- Report to Head/Deputy Head daily with report card

No improvement of behaviour when on Report Card

= Meeting with Parents

- Pupil to work in Head/Deputy Head's office (work provided by relevant teachers)
- Loss of privileges (riding, matches, activities)

Continued poor behaviour

May result in suspension

- For a period of time decided by Head

Appendix 3: Review of a Decision to Exclude a Pupil

Request for review

A pupil or her parents may request a review by the Governors of the Headteacher's decision to permanently exclude or remove a pupil (or where a decision has been made to impose the disciplinary sanction of a fixed period exclusion on a pupil for 11 school days or more or where such fixed period exclusion would prevent a pupil from taking a public examination). The application must be made in writing and received by the Clerk to the Governors within seven days of the Headteacher's decision being notified to the parents, or longer by agreement. If the parents or the pupil have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to Clerk so that appropriate arrangements can be made.

Grounds for review

In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. For the avoidance of doubt, a mere disagreement with the decision of the Headteacher will not of itself be grounds sufficient for a review.

Review Panel

The review will be undertaken by a sub-committee of the Governing Body. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will not include the Chair of Governors. Selection of the panel will be made by the Clerk to the Governors. With the exception of the Chair of Governors, those Governors not appointed to the panel will not be provided with information about the case. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel. The panel may, if requested by the parents, include an independent member who has no connection with the management or running of the school.

Role of the Panel

The role of the panel is to consider the documentation provided by the parties and representations made and to decide whether to uphold the Headteacher's decision or refer the decision back to him with recommendations so that he may consider the matter further.

Review meeting

The meeting will take place at the school premises, normally within 15 School days after the parents' application has been received. A review will not normally take place during school holidays. The parents and the Headteacher will be asked to submit any documents they wish to refer to at the meeting to the Clerk to the Governors and a single bundle will be circulated to the panel and the parties simultaneously at least 5 days before the meeting. On receipt of new information not previously available to the Headteacher before his decision was made, the Clerk should contact the Chair of Governors who will decide whether:

- To include the new information in the bundle; or
- To omit the information if not relevant to the grounds for review; or
- To make further enquiries of the parents or the pupil about the information; or
- To refer the information to the Headteacher for their consideration as to whether the decision should be revisited.

A review meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law. The requirement is without prejudice to the parties' right to refer to the panel's decision in any subsequent legal proceedings.

Attendance

Those present at the review meeting will normally be:

- Members of the review panel and an appointed Clerk;
- The Headteacher and any relevant member of staff whom the pupil or her parents have asked should attend and whom the Headteacher considers should attend in order to secure a fair outcome; and
- The pupil together with her parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf.

If the complaint concerns the behaviour of the parents, the pupil will not be expected to attend. The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not necessary. The Clerk to the Governors must be given seven days' notice if the friend or relation is legally qualified and the parents should note that the review panel will wish to speak to the parents directly and this person will not be permitted to act as an advocate or to address the meeting unless invited to do so by the Chair of the panel.

Conduct of meeting

The meeting will be chaired by one member of the review panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The meeting will not be recorded but the Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chair who will conduct it so as to ensure that the parties have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may at his / her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

Procedure

The Headteacher will provide the parents with a copy of the current review procedure if requested. The panel will consider each of the points raised by the pupil or her parents and any documentation they wish to rely on so far as relevant to:

Whether the decision was fair procedurally and / or substantively - whether the facts of the case were sufficiently proved and an appropriate procedure followed when the decision was taken to permanently exclude or remove the pupil. The civil standard of proof, namely, "the balance of probability", will apply; and

Whether the sanction was proportionate - that is whether it was warranted in respect of the breach of discipline or the other events that are found to have occurred and to the legitimate aims of the school's policy in that respect.

The requirements of natural justice will apply. If for any reason the pupil or her parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

Decision

When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, he / she will conclude the meeting and the panel will consider its decision and recommendations. The panel's decision and any recommendations will be notified in writing,

with reasons, to the Headteacher and the parents by the Chair of the review panel or the Chair of Governors within seven days of the meeting. The Headteacher will provide their response to those recommendations, if appropriate, in writing within 24 hours. In the absence of a significant procedural irregularity, the Headteacher's decision will then be final.