

## **Relationships (Behaviour) Policy**

## 1. Aims

This policy aims to:

- Provide a consistent approach to fostering, maintaining and rebuilding relationships.
- Summarise the roles and responsibilities of different people within the school community with regards to fostering, maintaining and rebuilding relationships.
- Outline our system of recognition, rewards and support.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association

Whilst this document is titled a Relationships Policy the provisions within it fulfil the requirements of the above legislation and statutory requirements.

**All members of the school community have a responsibility to advise the Designated Safeguarding Lead of behavioural changes, which may indicate extremism, radicalisation and other safeguarding concerns as set out in the schools Child Protection and Safeguarding policy.**

### 3. Philosophy and Values

Furze Platt is a highly **aspirational**, **high achieving** and fully **inclusive** school providing an **outstanding education** that enables all our students to **achieve excellent outcomes**.

Our vision is that members of the Furze Platt community consistently demonstrates the school's values of **ACHIEVE**, through:

Being	<b>Ambitious</b>
Being	<b>Collaborative</b>
Being	<b>Happy</b>
Having	<b>Integrity</b>
Showing	<b>Endurance</b>
Showing	<b>Versatility</b>
All of which lead to <b>Excellence</b>	

Our Relationships Policy reflects our values. Our ethos is founded on encouraging positive relationships through praise, the celebration of success and recognising and rewarding achievement. This philosophy is one which encourages students to learn together, to be kind and courteous to others, to understand and respect others and to take responsibility for their actions.

DfE legislation requires all schools to have measures to encourage good relationships and prevent all forms of bullying amongst students. The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable conduct. This extends to all staff, although the Headteacher may limit certain powers to certain members of staff. Additionally, we have a statutory power to regulate the actions of students when off school premises, although this must be proportionate and reasonable.

### 4. Core principles

Promoting and reinforcing positive relationships is underpinned by the following restorative principles:

- Everyone has a unique and valued perspective and needs an opportunity to express this, and feel heard
- Our feelings inform how we behave
- Our actions and deeds impact on those around us
- When our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time
- Those who have been affected by an issue or problem are the people best placed to find ways forward, in collaboration with each other

These principles help students to take responsibility for their actions and foster positive relationships. As a community we work hard to ensure that we work together to promote these values, which will deliver positive relationships, and a close partnership between all stakeholders in our school community.

## 5. Terminology

**Child protection** refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for and on behalf of the school, full or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

**Parent** refers to birth parent and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 6. Roles and responsibilities

### Students will:

- Act in a manner which reflects the school's values of ACHIEVE
- Recognise that everyone has a unique and valued perspective
- Recognise that what we do and say has an impact on those around us
- Take responsibility for their actions
- Take responsibility for making amends where harm has been caused or relationships have been damaged

### Parents will:

- Have high expectations of their child
- Support their child in demonstrating the values of ACHIEVE
- Encourage their child to take responsibility for their actions and make amends where harm has been caused or relationships have been damaged
- Support their child by attending Parents' Evenings and being available to be contacted
- Support the school's policies

### All teaching and support staff will:

- Act in a manner which reflects the school's values of ACHIEVE
- Recognise that everyone has a unique and valued perspective
- Recognise that what we do and say has an impact on those around us
- Use restorative language when working with students
- Support students in taking responsibility for their actions and making amends where harm has been caused or relationships have been damaged
- Recognise and praise effort, progress and good conduct via Go4schools

### Form tutors will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Act as a first point of contact for each of their tutees
- Deliver the tutorial programme with guidance from the Head of House
- Work collaboratively with relevant staff and parents to support their tutees

**Classroom teachers will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Engage students by delivering well- planned lessons which meet the needs of students
- Repair and recover working relationships with students before the next lesson, or as soon as is possible, making each day a fresh start
- Take responsibility to respond to inappropriate actions within the classroom consistently
- Ensure that Cover Supervisors and Learning Support Assistants have appropriate guidance when supporting lessons
- Work collaboratively with relevant staff and parents to support students

**Heads of department will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Have a responsibility to support members of their department in implementing the Relationships Policy consistently
- Use data to monitor the actions of individuals or groups of students in lessons within their department and take appropriate action to provide support where needed
- Intervene with cases of persistent low level disruption within the department, and facilitate opportunities for students to repair damage caused and understand the impact of their actions.
- Work collaboratively with Heads of House or SLT in cases of more serious incidents within the department, and agree how restoration can be facilitated

**Heads of House and Student Support team will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Support form tutors in facilitating the requirements of this policy
- Promote and praise positive actions through assemblies and other means
- Use data to monitor the actions of individuals or groups of students within their House and take action to provide support where needed
- Facilitate restorative meetings between members of the school community
- Work collaboratively with relevant staff, parents and external agencies to support students

**Senior Leadership Team will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Respond promptly to any serious incident
- Have responsibility to ensure that the ethos and values of the school are maintained and that the policy is equitably applied.
- Have responsibility to ensure that resources are deployed in order that the policy is supported, particularly with appropriate professional development
- Within the overarching principles of this policy, provide structures/conditions for staff (particularly Middle Leaders) to use discretion when supporting students in building and maintaining positive relationships.

- Impose sanctions where appropriate, ensuring restoration takes place at an appropriate point

**Assistant Headteacher (Pastoral) and Student support team) will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Maintain responsibility for the day to day management and implementation of the Relationship Policy
- Facilitate restorative meetings between members of the school community
- Maintain day to day responsibility for all investigation and evidence required leading to more serious consequences, including exclusion of students, in consultation with other members of the Leadership Team and Heads of House as appropriate
- Take responsibility for and implement, in consultation with Heads of House, a coherent and consistent rewards system
- Maintain responsibility for links with external support agencies

**The Headteacher will:**

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Maintain overall responsibility for implementation of the Relationships policy
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy
- Ensure that the application of the Relationships policy reflects the ethos and values of the school
- Maintain responsibility for, and exercise discretion, in all external exclusions, both fixed term and permanent

**Governors will:**

- Support the school in promoting this Relationships policy
- Support the school in developing a clear system of recognition and consequences
- Support permanent exclusion in extreme cases and fixed term exclusion as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness
- Support in promoting the school values of ACHIEVE.

Our relationships policy has two strands to it:

- Promoting learning- recognising and rewarding effort and positive actions.
- Restoration - strategies and restorative actions for effectively building and maintaining relationships when actions have not met school expectations.

It is our belief that we place much more emphasis on the first of these two strands whilst recognising that it is important to have a clear procedure in place for the second.

The school has a statutory duty to ensure that this policy is carried out with a view to safeguarding and promoting the welfare of children and the general duty to eliminate discrimination.

## **7. Promoting good relationships**

Students have told us that they want to be recognised whenever possible for positive actions, for making a positive contribution and for progress and achievement. It is important to understand that students will progress at different rates depending on their different skills and aptitudes and teachers should take care to ensure that recognition is provided equitably and fairly.

At Furze Platt, recognition and reward is earned through hard work, effort and a determination to succeed. The school requires ALL students to have high standards and expectations. ALL students are expected to have the desire to demonstrate the school's values of ACHIEVE in everything they do. ALL students are expected to show consideration to their environment and all those around them.

### **7.1 Ready to learn rules**

We want to help students take responsibility for their own progress. There are a clear set of Ready to Learn rules which promote excellence in lessons. The Ready to Learn rules are:

- To arrive on time and in correct uniform
- To have the correct books, diary and equipment
- To listen carefully to the teacher and each other
- To follow the instructions of all staff
- To use appropriate language

Students are recognised in every lesson for adhering to the five Ready to Learn Rules, an electronic positive point on their Go4schools account which acts as a report to parents and staff.

## **8. Recognising positive actions**

Furze Platt Senior School is committed to recognising the efforts and contributions that all of our students make towards their work, the school and the wider community. The school is clear that regular acknowledgement of students is an essential part of their continued progress and development. This recognition is most effective when it is:

- Spontaneous and credible
- Clearly linked to achievement, accomplishment or positive actions
- Personalised to the individual

### **8.1 Reasons for recognition and reward**

- Full and sustained engagement with learning in the classroom
- Representing the school - taking part in sports, house challenges, visits, trips, extra-curricular clubs, by being an ambassador for the school
- Sustained progress and effort
- High attendance to school
- Community and charity involvement
- Fulfilment of the school's values of ACHIEVE

## **8.2 Types of recognition and reward**

Types of recognition include:

- Praise within lessons
- Positive comments on work
- Positive phone calls home
- Recording of recognition and reporting it to parents via Go4schools
- Postcards
- Public praise, including school newsletter & House awards
- Examination success
- Attendance recognition letters
- House celebration events
- Whole school celebration events

## **9. Support and strategies for maintaining positive relationships**

There will inevitably be occasions when a student's actions are not acceptable and support is necessary. We are clear that sanctions are not about retribution, but about empowering students to understand the difference between right and wrong, and giving them strategies to ensure that they make the right choices in future.

Wherever possible, students should be given the opportunity to reflect on the choices that they made, and where appropriate, make reparations for this. Through use of restorative practice, we aim to ensure that all of our student's act in as kind and considerate manner as possible towards all members of their community.

We have a clear strategy of support and restorative actions. This means that staff and students alike are able to see that all students are treated equally and fairly. Every student will be given an initial reminder to give them the opportunity to modify their actions before there is any consequence. Any consequences should include a restorative element and must be proportionate and fair. We will also monitor consequences to ensure that they meet our Equalities Policy.

The school will use restorative sessions with staff where it is deemed appropriate. This may include a student staying for a period of time during break times or after school in order to provide the opportunity to repair any damage caused. This may include undertaking restorative conversations, supporting students to complete missed or incomplete work or undertaking community service.

In law the school has the right to facilitate such sessions outside school hours in term time, including at weekends (except weekends preceding or following the half term break) and on training days. Whilst parental consent is not required for such sessions, we will always inform parents of any session scheduled to last more than 10 minutes outside of normal school hours.

### **9.1 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to support student's actions may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging actions to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies, plan support programmes for that child, provide an alternative curriculum, or consider a multi-agency assessment for students who display continuous disruptive actions. We will work with parents to create the support plan and review it on a regular basis.

## **9.2 Student's actions outside of school**

At Furze Platt we want to ensure our students are safe travelling to and from school and that they are encouraged to act in a responsible and respectful manner. Occasionally there will be circumstances when we believe it is appropriate to facilitate opportunities for students to repair damage which occurred outside school. For example:

- Any antisocial action travelling to and from school and/or whilst wearing school uniform
- Taking part in a school organised or school related activity off site
- Actions which could have repercussions for the orderly running of the school, that poses a threat to another student or member of the public or could adversely affect the reputation of the school.

## **9.3 Bullying**

Bullying is defined as the repetitive and/or intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful and/or
- Repeated, often over a period of time and/or
- Difficult to defend against

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Type of bullying	Definition
Racist	Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
Homophobic	Bullying another person because of their actual or perceived sexual orientation.
Transphobic	Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
Sexist	Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
Sexual	Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

#### 9.4 Exclusions

Whilst the focus of our Relationship Policy is to facilitate students maintaining and restoring positive relationships there are occasions where a serious incident may lead to an exclusion to allow the school time to create a package of support and the student time to reflect on the impact of their actions. The Headteacher has the power to exclude. Further details can be found in the separate Exclusions Policy.

At Furze Platt Senior School, there is an escalating scale of exclusions:

- Students may temporarily be removed from a lesson to allow time for restoration to take place. In most cases, this will be after the school's positive behaviour procedure has been followed, and a student requires space to reflect on the impact of their actions. In this instance, the student can be removed from the lesson either by the HoD, or SLT. Students will then be placed in a 6th Form lesson.
- For more serious or repeated actions, a student may be placed in the isolation room for a period of up to two days. They will be supervised and provided with work, but will not be allowed into lessons. Additionally, their break and lunch will be at a different time to the rest of the school. During this time opportunity will be provided for students to reflect upon the impact of their actions and restore the relationships affected.
- Fixed term exclusions from school. These will usually only be applied once a student has failed to respond to restorative procedures or for a small number of incidents considered so serious by the school that a one-day exclusion is automatic.
- In the most serious cases, permanent exclusion from Furze Platt Senior School may be the only option left to the Headteacher.

## **9.5 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will ensure the pupil restores the damage caused in accordance with this policy. The serious nature of malicious allegations may also result in a pupil being excluded.

Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Effective approaches to building relationships are characterised by a healthy balance between the rights and responsibilities of staff and students, based on mutual respect. However, it should always be clear that the Headteacher, teachers and other school staff must take charge. We have a duty of care to ensure that the learning environment is a safe, secure and enriching place to be at all times.

## **10. Restorative practice at Furze Platt**

At Furze Platt we recognise that consequences are sometimes necessary. However, longer term positive actions are achieved through young people developing a better understanding of the consequences of their actions. To support young people in making positive choices Restorative practice plays an essential part as it:

- Repairs harm caused to relationships and communities by conflict
- Focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected
- Brings all parties together with an impartial facilitator to consider, from all points of view, what has happened and what can be done to put it right
- Encourages people to take responsibility for their actions and demonstrate integrity

Through the facilitation of restorative conversations:

- both parties to tell each other how their actions affected each other
- both parties to explain why they acted in the way they did
- apologies to be offered and received
- both parties to explain what needs they require to be met in order to move forward

Restorative practice at Furze Platt is based upon five core beliefs:

- The belief that everyone has their own unique perspective on a situation and needs an opportunity to express this and feel heard
- That what people think at any given moment influences how they feel at that moment, and these feelings inform how they behave
- That our actions impact on those around us
- That when our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time
- That it is those who are affected by an issue who are best placed to find ways forward – in collaboration with each other

## **11. Pupil transition – Key Stage 2 to Key Stage 3**

To ensure a smooth transition for all incoming Year 7 students each year, multiple transition activities are arranged:

- Furze Platt's transition co-ordinator visits as many feeder primary schools as possible
- Relevant data is gathered on all students
- SENCO and ASD teams visit all students with EHCPs
- All Year 6 students have a Transition Day at Furze Platt during the summer term before they start with us, where they meet their peers, Heads of House to allow relationships to begin forming prior to students starting secondary school

To ensure the right support is in place for pupils, information related to pupil's actions may be transferred to relevant staff at the start of the term or year. Information on such actions may also be shared with new settings for those pupils transferring to other schools.

## **12. Equal opportunities**

Furze Platt fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

## **13. Evaluation of Relationships policy**

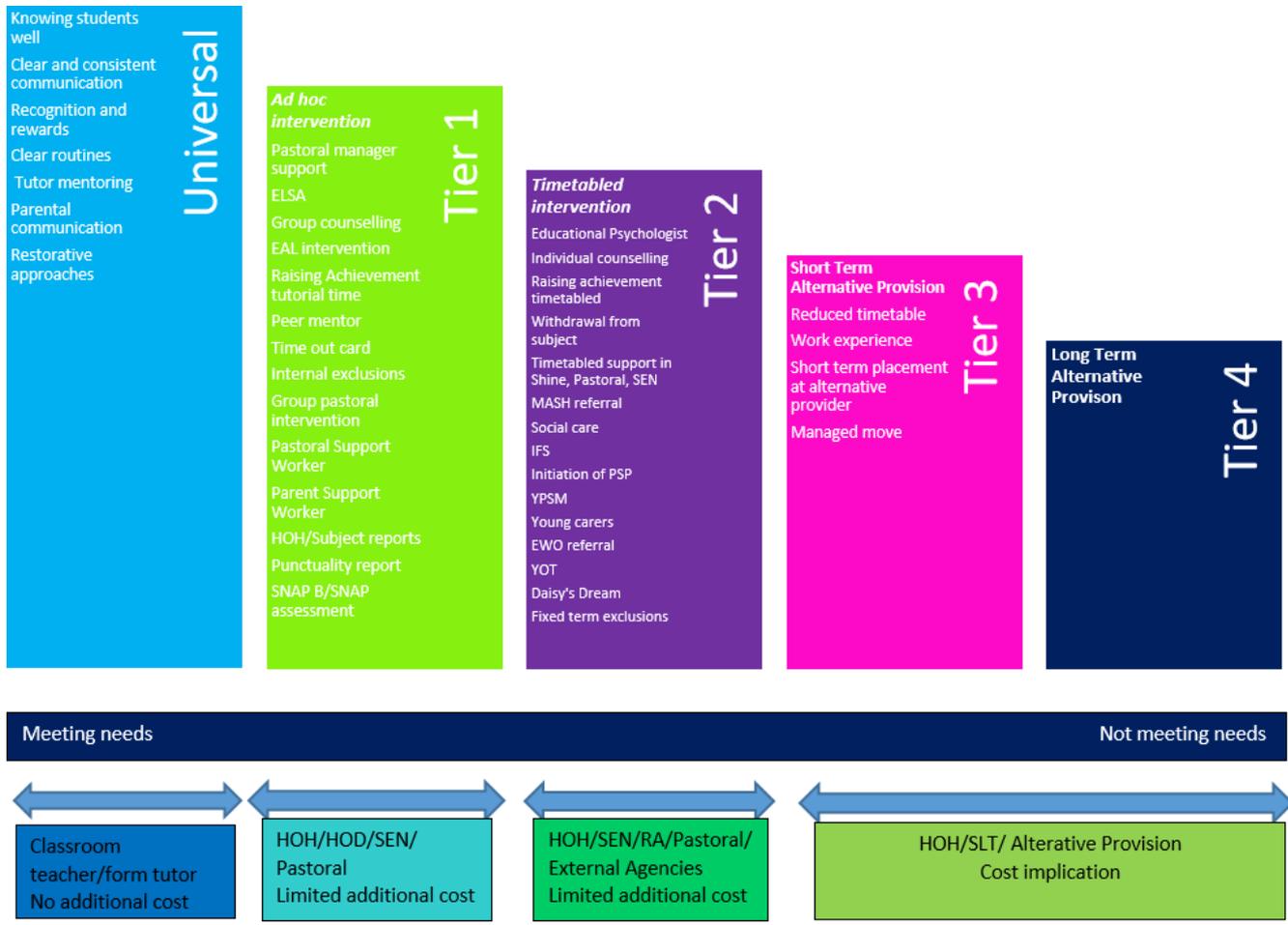
The policy is reviewed every three years by the SLT and Pupils & Parents Governors Committee.

## **14. Links to other policies**

- Child Protection & Safeguarding
- Anti-Bullying
- Exclusions
- Drugs

# Appendix 1: Stages of Support

Stages of support acts as a guideline to staff in order to respond to concerns. Recognising patterns may lead to a staged approach to support in order to support the positive development of the student. A student may stay on a stage until positive development is evidenced or progress upwards in order to access additional support and provisions. Decisions about progressing will be made by a team including HoD, HoH and SLT.



Follow-up	
UNIVERSAL (A)	
• Initial warning with restorative enquiry. Logged on Go4schools.	
UNIVERSAL (B)	
• Student to spend up to 10 minutes with staff who will support them in catching up incomplete work/ restoring relationships/repairing damaged caused	
UNIVERSAL (C)	
• Student to spend up to 30 minutes with staff who will support them in catching up incomplete work/ restoring relationships/repairing damaged caused	
TIER 1 (A)	
• Student to be asked to work in another classroom for remainder of lesson to allow time and space for restoration to take place • Student to spend up to 1 hour with staff who will support them in catching up incomplete work/ restoring relationships/repairing damaged caused	
TIER 1 (B)	
• If student will not work in another classroom, student to be taken away from the situation to allow time and space for restoration to take place • Student to spend up to 2 hours with SLT who will support them in catching up incomplete work/ restoring relationships/repairing damaged caused	
TIER 2	
• Parents are likely to be invited in where there have been repeated concerns in order to plan a way forward. This may be with a HOD, HOD or SLT depending on the severity and frequency of concerns. • In some circumstances a student may need to spend time in the restoration room to allow time to restore damage caused and for needs and possible interventions to be considered	
TIER 3	
• If Tier 1 and 2 support has seen little impact a short term alternative provision will be considered	
TIER 4	
• If Tier 1, 2 and 3 support has seen little impact a longer term alternative provision may be considered	

<b>Glossary of acronyms</b>	
<b>HOH</b>	Head of House
<b>HOD</b>	Head of Department
<b>AIMS</b>	Academic Intervention Monitoring and Support group
<b>SLT</b>	Senior Leadership Team
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>PSP</b>	Pastoral Support Plan
<b>SEN</b>	Special Educational Needs
<b>YPSM</b>	Young People's Substance Misuse team

## Appendix 2: Guidance

Below is a list of restorative actions that the school will use to strategically to address particular situations. The emphasis should be placed upon swift resolution and positive outcomes for all learners and the school community.

This guidance comes with a caveat; every instance of the following actions will be unique and all instances should be approached with the restorative mind-set. The guidance below, however, will help staff in deciding on appropriate courses of action.

The colour coding corresponds with the 'Stages of Support' to indicate support which may be considered alongside the restorative provisions and which members of staff would facilitate such support, i.e. g Blue = universal support, Green= Tier 1 support and purple= Tier 2 support.

Repeated and sustained concerns at Tier 2 will result in the school considering Tier 3 and 4 levels of support for a student.

Action	Possible Reasons	Immediate response	Follow-up
Late arrival to lesson	Traffic, family issues, delayed by previous teacher, lost, incident between lessons	<p>Welcome latecomer and ask them to sit down quietly.</p> <p>Explain work that may have been missed.</p> <p>Record L on Go4schools and enter number of minutes late</p>	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>Student to make time up later to discuss as to reason and provide support with missed work</li> <li>Use restorative language</li> <li>Explore needs and plan a way forward.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>If a student continues to be late to school/sessions a letter will be sent to parents and;</li> <li>A daily late report will be issued by the HOH.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Persistent and significant lateness may lead to meeting with parent, HOH and/or SLT.</li> <li>Where appropriate a referral will be made to the Education Welfare Officer</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
No home learning at requested time	Family issues, lack of understanding, loss, damaged, sense of failure, nowhere to complete home learning, feeling of irrelevancy of task.	<p>Offer space, time and place and support to complete work.</p> <p>Record on Go4schools</p>	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>Make time later to discuss reason</li> <li>Use restorative language</li> <li>Explore needs and plan a way forward.</li> <li>Any follow up consequence should be to support in catching up incomplete work.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>If a pattern emerges across subjects, parents contacted and a meeting set up if necessary, led by HOH and;</li> <li>Support may be offered via supervised study or departmental subject clinics</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Low-level off task behaviour	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lesson plan and pace	Address behaviour in a calm and non-judgmental manner.	<b>UNIVERSAL</b>
		Provide an initial reminder of expectations	<ul style="list-style-type: none"> <li>Explore with student at an appropriate time and individually what happened in the lesson.</li> <li>Use restorative language</li> <li>Student to spend time with staff being supported in catching up incomplete work/ restoring relationships.</li> </ul>
		Record on Go4schools	<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>If a repeated pattern emerges across subjects, parents contacted by HOH and Go4schools will be tracked to monitor progress.</li> <li>If a repeated concern is within one subject, HOD to support class teacher in monitoring and supporting student and;</li> <li>Refer persistent concern to AIMS who will assess if there are any underlying needs not being met and will provide Tier 1 intervention if appropriate</li> </ul>
			<b>TIER 2</b>
<ul style="list-style-type: none"> <li>If low-level off task behaviour persists, parents to be invited to a formal meeting by HOD or HOH.</li> <li>Review of whether Tier 2 interventions required to meet needs</li> <li>Action plan made in meeting which is reviewed after a set period.</li> <li>A restorative meeting may be called between staff and student facilitated by pastoral team</li> <li>A PSP may be introduced in the most challenging cases. Led by HOH with support of SLT.</li> </ul>			

Action	Possible Reasons	Immediate response	Follow-up
<p>Little work completed in a lesson</p>	<p>Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation or enjoyment of topic, external issues causing distraction, seating plan, lesson plan and pace, learning needs not being met.</p>	<p>Highlight the fact that you have noticed that sufficient work is not being completed and see what support you may be able to give to help.</p>	<p style="text-align: center;"><b>UNIVERSAL</b></p> <ul style="list-style-type: none"> <li>• Explore incident with student at an appropriate time</li> <li>• Use restorative language</li> <li>• Ensure SEN/ability band needs are being met.</li> <li>• Any follow up consequence should be to support in catching up incomplete work.</li> </ul>
		<p>Provide an initial reminder of expectations</p>	<p style="text-align: center;"><b>TIER 1</b></p> <ul style="list-style-type: none"> <li>• If a pattern persists a more formal meeting is required facilitated either by HOD or HOH, depending on whether the concern is across subjects.</li> <li>• Parents may be involved and Go4schools tracked to monitor progress and;</li> <li>• Further assessment may be needed to assess if there are any underlying learning needs not being met.</li> <li>• Refer persistent concern to AIMS</li> </ul>
		<p>Record on Go4schools</p>	<p style="text-align: center;"><b>TIER 2</b></p> <ul style="list-style-type: none"> <li>• If a positive impact is still not found and little work completed is coupled with other concerns, a PSP may be initiated by HOH with support of SLT.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Persistent / serious behaviour in a single lesson	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	Remove to hosting (callout if refuses to go)  Record on Go4schools	<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Callout to be contacted if refuse hosting or requires SLT support/investigation and;</li> <li>• In most cases class teacher to call home and;</li> <li>• Meeting to be set up with teacher and Head of Department. HOH to be invited to the meeting and;</li> <li>• Record to be meeting to be recorded on Go4schools.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>• In incidents of serious behaviour in a lesson it may be appropriate for SLT to lead on following up the incident</li> <li>• If the incident is of an extremely serious nature, an exclusion may be appropriate to allow school time to create a more bespoke package of support.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Break / lunch time incidents	Misunderstanding, peer pressure, boredom, status, attention needing/attachment seeking, lack of structure / supervision, relationship breakdown.	Address the incident immediately to ensure safety of students. Explore incident briefly with students to be able to give information to pastoral.  Record on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Staff on duty will follow up low level incidents using restorative language</li> <li>• Students may be required to be out circulation at break times whilst restoration occurs.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Speak to pastoral team and always follow up with logging on Go4schools.</li> <li>• Pastoral team to explore and unpick incident with students involved.</li> <li>• Parents to be informed as necessary and plans to make amends put together.</li> <li>• A restorative meeting will be held when/if both parties are able to engage.</li> <li>• Students may be required to be out of circulation at break times</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>• All serious incidents will have SLT involvement,</li> <li>• If the incident is of an extremely serious nature, an exclusion may be appropriate to allow school time to create a more bespoke package of support.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Bringing an inappropriate item into school	Misunderstanding, feeling threatened, peer pressure, status, boredom, attention needing/attachment seeking.	<p>Ask firmly for the item to be handed to a member of staff. If this request is not met contact callout.</p> <p>Log on Go4schools or for dangerous items on Myconcern</p>	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>For non-dangerous items member of staff to confiscate the item.</li> <li>Mobile phones to be given to reception for collection by parents</li> <li>Items of non-uniform and other non-dangerous items to be collected by student from teacher at end of the day</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>For dangerous items or large sums of money, Pastoral Manager to explore incident in full, using the appropriate parts of Restorative Enquiry.</li> <li>Parents will be informed and a detailed exploration of impact should be undertaken.</li> <li>Item to be confiscated and given to reception for parents to collect (illegal items to be given to the Police).</li> <li>SLT can undertake searches where required.</li> </ul>
<b>TIER 2</b>			
<ul style="list-style-type: none"> <li>Serious instances of bringing an inappropriate item into school may be supported by formal restorative meeting with parental involvement led by SLT</li> <li>An exclusion or in the most serious instances permanent exclusion may occur e.g. bringing in a weapon or illegal substance.</li> <li>Support may need to be sought from agencies such as the School Police Officer or Youth Offending Team.</li> </ul>			

Action	Possible Reasons	Immediate response	Follow-up
Leaving school site during school day	Status, peer pressure, feeling of anxiety, feeling of isolation from majority of peers.	If any student is seen leaving the site, they should be challenged to ensure their safeguarding	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Speak to student using restorative language to explore reason for leaving site</li> <li>• Staff to check with callout to explore if student has a reason for leaving school site.</li> <li>• If no reason for leaving site, then student support team to notify parents that student is off site.</li> <li>• If lesson time has been missed, class teacher to arrange a time for student to catch up missed work.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Upon return to school, HOH to discuss incident with student, using Restorative language and;</li> <li>• Log on Go4schools.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>• Repeated incidences will lead to parents being informed and alternative arrangements (for example, spending break time in pastoral) being made.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Unkind words directed to another student, face-to-face or through technology or social media	Relationship breakdown, peer pressure, acceptance, lack of understanding, unawareness of consequence, lack of empathy.	Listen to the perspective of the student and note down the detail of the incident.  If the unkind words are one-sided, persistent and involve an imbalance of power, a bullying issue may be occurring.  Record on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Ensure that information is shared with pastoral team.</li> <li>• Use restorative language.</li> <li>• All information to be recorded via Go4schools, MyConcern or statements depending on nature of incident ( statements to be taken by a member of student support or SLT)</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• If incident is of a discriminatory nature, it must be reported to the pastoral team and logged on MyConcern.</li> <li>• Incidents relating to discrimination may result in a fixed term exclusion.</li> <li>• A restorative meeting will be held when/if both parties are able to engage.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>• In the most serious cases the school may refer to the School Police Officer for support.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Smoking on school site	Peer pressure, need for acceptance, addiction, lack of risk education.	Address issue with students and ask them to move away from the area that they are in and stop smoking.  Take names of students.  Log on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Pass on names to Pastoral Managers.</li> <li>• Parents to be informed of incident</li> <li>• Students to be invited to engage in support from School Medical Officer.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Where there have been repeat instances a timetable may be put in place where the student is with staff at break times.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Damage to equipment in school	Peer pressure, insecurity, frustration at a relationship breakdown or earlier conflict in school, unable to engage in learning.	Explore briefly the perspectives of those involved, using restorative language  Log on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• For low level damage i.e drawing on tables student to spend time with class teacher repairing the damage caused</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Actions will depend on circumstances and nature of incident and will probably involve parents and HOH or HOD.</li> <li>• Focus should be given to the impact of the actions and how the student will restore the damage caused.</li> <li>• Possible restorative actions could be through financial reimbursement or community service.</li> </ul>
			<b>TIER 2</b>
<ul style="list-style-type: none"> <li>• Extreme or intentional damage to school equipment may additionally result in an exclusion.</li> </ul>			

Action	Possible Reasons	Immediate response	Follow-up
Taking something without permission	Poverty, peer pressure, attention needing/attachment seeking.	Explore briefly the perspectives of those involved, using restorative language.  Log on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• For low level incidents member of staff to arrange time for restorative conversation to be held between staff and student</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Actions will depend of circumstances and nature of the incident and will probably involve parents and HOH or HOD.</li> <li>• Focus should be given to the impact of the actions and how the student will restore the damage caused.</li> <li>• Possible restorative actions could be through formal apology, financial reimbursement or community service.</li> </ul>
			<b>TIER 2</b>

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- Repeated or extreme instances may lead to support being accessed through external agencies, such as the School Police Officer or Youth Offending Team.
- Extreme instances may additionally result in an exclusion.

Action	Possible Reasons	Immediate response	Follow-up
Truancy	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	All staff should always contact callout. If a student has not arrived to their lesson and has been marked present earlier in the day. This is a legal requirement and an essential element of safeguarding  Additionally log on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>Class teacher to notify callout to investigate whereabouts of student. Student support team to notify parents of student missing</li> <li>Follow up using restorative language to explore reason for truancy and plan a way forward.</li> <li>Class teacher to follow up with a consequence to support student with catching up work missed.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>In cases of repeated truancy, a member of the pastoral team will follow up with the student involved to explore reasons for truancy.</li> <li>Where repeated truancy relates to a specific lesson, HOH to set up a meeting with class teacher to explore reasons for truancy and ensure appropriate support is in place to avoid further instances of truancy</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>If a pattern of truancy occurs, coupled with other concerns, a PSP and referral to Educational Welfare Service may be appropriate.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
'Sexting' or sharing / sending of sexually inappropriate material	Peer pressure, attention needing/attachment seeking, boredom, feeling threatened, insecurity.	Listen to perspective of student and inform safeguarding officer as soon as possible  Log on Myconcern	<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Staff to refer to safeguarding team via MyConcern.</li> <li>Safeguarding team to decide next steps to ensure safety of all students.</li> <li>Parents to be informed</li> <li>This may involve support for students from Early Help Team or School Police Officer.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Threatening words or actions	Lack of understanding, low self-esteem; need to achieve acceptance from peers, lack of motivation, external issues causing distraction, seating plan, lesson plan and pace, breakdown in relationships with peers or teacher, anxiety about issue.	Listen to the perspectives of the students involved. Calmly diffuse situation by removing students from conflict, if applicable and appropriate  Record on Go4schools	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>A more detailed exploration will be required, using restorative language by the staff member who heard it.</li> <li>In some circumstances it may be more appropriate for the Pastoral Managers/SLT to follow up.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>A meeting may need to be arranged between the two parties. This kind of restorative work will be led by HOH or pastoral manager</li> <li>A thorough exploration of the impact of actions is essential and students must make amends e.g. through a formal apology to those affected.</li> <li>Parents may be contacted.</li> <li>Protective measures may be put in place whilst restoration occurs e.g. out of circulation at break or certain lessons</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Serious or persistent instances of threatening words or actions may result in an exclusion.</li> <li>Support may be sought from external agencies</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Swearing at a member of staff	Misunderstanding, feeling threatened, peer pressure, status, anger at external issues.	Respond with calmness and control, removing yourself from the conflict situation.  Log on Go4schools as 'Swearing at a member of staff'	<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>There may be situations where a child swears in conversation with a member of staff but this is not directed at the member of staff.</li> <li>Report this to the pastoral team and log as 'Inappropriate Language' on Go4schools.</li> <li>The pastoral team will lead on following this up.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Swearing at a member of staff should be treated as a serious incident, due to its far ranging impact.</li> <li>If a student swears at a member of staff, they will be sent to isolation to have a period of reflection.</li> <li>A formal restorative meeting should be set up between the teacher and student involved, led by HOH or SLT. Parents will be contacted.</li> <li>If the incident happened in a lesson, the student should not return to said lesson until the damage has been repaired.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Physical aggression / altercation between students	Misunderstanding, anger, peer pressure, status, lack of understanding	Respond in a calm manner, separating the students if safe and necessary to do so.  Remember a strong physical presence is normally enough to diffuse such situations.	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Member of staff present to remove students to a separate and safe area</li> <li>• Contact student support team or callout to provide support</li> <li>• Log details on Go4schools</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• There may be many different types and levels of altercation between students; however, the guiding principles of dealing with incidents of this nature are the same.</li> <li>• As always, the exploration should begin with Restorative language to ascertain what happened and to gain the perspectives of all students involved. Statements may be taken as part of this process.</li> <li>• The students may be asked to spend some time in isolation to reflect on the events.</li> <li>• Parents will be contacted</li> <li>• A formal restorative meeting will be called to restore the relationship between students if at all possible, led by the Student Support Team or SLT</li> <li>• These actions should be undertaken by a member of the Student Support Team or SLT</li> </ul>
			<b>TIER 2</b>
<ul style="list-style-type: none"> <li>• A serious incident may lead to an exclusion to allow school time to create a bespoke package of support.</li> </ul>			

Action	Possible Reasons	Immediate response	Follow-up
Self-harm or suicidal thoughts	There could be a number of reasons for this. May be tracked to a single point of conflict or an accumulation of unmet needs.	Respond in a calm manner. Listen, using active listening skills and non-judgement, non-leading language.	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>• Incidents should always be reported to the Safeguarding team who will be able to take the best course of action.</li> <li>• Concern to be logged on MyConcern</li> <li>• If you are concerned for the immediate safety of a child, keep them with you until a DSL arrives</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>• Parents will be informed by the pastoral team and involved in next steps.</li> <li>• Referrals may be made to agencies such as school counsellors, Early Help Hub and CAMHS may be appropriate.</li> </ul>
			<b>TIER 2</b>
<ul style="list-style-type: none"> <li>• In cases of high level need the HOH or Pastoral Manager will work alongside CAMHS and other agencies.</li> </ul>			

Action	Possible Reasons	Immediate response	Follow-up
Drug related concerns	There could be a number of reasons for this. May be tracked to a single point of conflict, county lines involvement or an accumulation of unmet needs.	Ensure safety and welfare of the student as much as possible	<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Report any concerns regarding drug use to safeguarding officer and log on MyConcern.</li> <li>Parents will be informed and involved.</li> <li>SLT and those delegated power by the Headteacher have the power to search students where there is concern</li> <li>The school will make use of canine detection teams as a preventative measure</li> <li>Referrals to external agencies such as YPSM may be required.</li> <li>The school will permanently exclude students found bringing illegal substances into school.</li> </ul>

Action	Possible Reasons	Immediate response	Follow-up
Missed restorative time	Forgot to attend, delayed by another teacher, incident between lessons, anxious about meeting, another commitment, refusal to attend.	Rearrange to redo the time where you are able to collect the student (ask pastoral team to support where necessary).	<b>UNIVERSAL</b>
			<ul style="list-style-type: none"> <li>Student to make time up later to discuss as to reason for missing initial time and have support with missed work</li> <li>Use restorative language</li> <li>Explore needs and plan a way forward.</li> </ul>
			<b>TIER 1</b>
			<ul style="list-style-type: none"> <li>If a student refuses to attend escalate to HOD who should arrange a meeting between all parties. This restorative time can last up to 1 hour.</li> </ul>
			<b>TIER 2</b>
			<ul style="list-style-type: none"> <li>Persistent failure to attend restorative time will result in the student spending restorative time with the Senior Leadership Team completing missed work or repairing damage caused. This restorative time can last up to 2 hours.</li> </ul>

Heads of Department, Heads of House and Senior Leaders monitor student's actions. Where patterns are identified the most appropriate intervention is put in place. This can include, but is not limited to, the interventions outlined in Appendix 1 'Stages of Support'.

## Appendix 3: Powers of Staff

The Department for Education is clear that the school has a number of legal powers. In certain circumstances, the Headteacher, or other staff at his direction have the power to:

- Search and/or screen students for prohibited items. We have the right to confiscate, retain and dispose of inappropriate items, although it is usual for parents to collect items. Obviously, in the case of illegal items, disposal or referral to the police is appropriate.
- Where appropriate, use reasonable force or make physical contact
- Discipline students beyond the school gate

### Confiscation

In certain circumstances, the Headteacher, or other staff at his direction have the power to:

#### 1. Confiscate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction and protects the member of staff from liability for damage to, or loss of, any confiscated items. At Furze Platt the following general approach to confiscation is adopted:

- Mobile phones or other electronic devices – these need to be out of sight or sound. If they are seen or heard they will be confiscated and sent to Reception where they will be retained until such time as a parent is able to come and collect the phone
- Non uniform items (e.g. jumper, hoody or jewellery) these will be confiscated and returned to a student at the end of the school day. If a student persists in wearing an item it may be withheld until a parent comes in, or for an extended period, at the discretion of the Head of House or member of the Senior Leadership Team.
- Any other item which is inappropriate, illegal or a deemed health and safety risk including: fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon. These will be confiscated and either returned directly to parents, destroyed or handed to the police, depending on the nature of the item.

#### 2. Power to search

The law allows the school to search for 'prohibited items' including: fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon. Students can also be searched if there is reasonable suspicion that they possess:

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for.
- A stolen item

At Furze Platt Senior School students will only be searched as a last resort. Only members of the Senior Leadership Team may search a student and in all cases will be conducted in the presence of a witness. Any search will respect the dignity of the individual. If a student refuses, the school can apply what they consider an appropriate sanction. In some circumstances it may be appropriate to call the police. Searches may include use of a metal detecting devices such as handheld scanners as well as licensed canine detection teams.

### **3. Power to use reasonable force**

The school places high importance on the safety of all individuals. At Furze Platt Senior School we would only use this power as a last resort and in the following circumstances:

- To prevent a student committing an offence, injuring themselves or others or damaging property
- When a student's behaviour may be prejudicial to health and safety

Any member of staff is able to use reasonable force in these circumstances, however they must also be mindful of their own safety and, if necessary, send for Senior Leadership Team support.

## **Appendix 4: Drugs & Alcohol in School**

Details of our school's approach to preventing drug and/or alcohol abuse are found in our Drugs Policy.

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated. If necessary, a search of the individual will be conducted (as outlined in the school's behaviour policy.) If the drug is suspected to be illegal, the school will contact the police and immediately hand over the drug. If the substance cannot be legally destroyed or disposed of it will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents of pupils will be informed and other professionals from the LA, Drugs and Alcohol Action Team, Youth Service, Police, Health Service, Social Service etc may be informed or consulted as appropriate.

### **Incidents**

A drug related incident may include any of the following:

- A pupil who is suspected of being under the influence of a drug;
- Finding drugs, or related paraphernalia on school premises;
- Possession of drugs by an individual on school premises;
- Use of drugs by an individual on school premises;
- Supply of drugs on school premises;
- Individuals disclosing information about their drug use;
- Rumours of drug possession supply or drug use;
- Reports of drug possession supply or drug use.

### **Alcohol**

Pupils are not allowed to bring in alcohol on the school. Parents and visitors under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school.

## Appendix 5: Approach to learning

At Furze Platt we recognise the absolute link between a student having a positive approach to learning and their outcomes. We measure approach to learning by the following criteria:

**Outstanding:** Consistently displays an excellent attitude that promotes ambition and demonstrates rapid and sustained learning. They always demonstrate a high level of integrity by demonstrating respect to everyone. They are highly motivated and show endurance in their learning. The student is happy in their approach to learning. They make a full and collaborative contribution to every task and demonstrate versatility in their approach to learning.

**Good:** Consistently displays an attitude that enables them to make good progress. They always show respect to everyone. They are motivated and are always on task, making a positive contribution to every task. They always demonstrate a high level of integrity by demonstrating respect to everyone. They are highly motivated and show endurance in their learning. The student is happy in their approach to learning. They make a full and collaborative contribution to every task and demonstrate versatility in their approach to learning.

**Requires Improvement:** Does not consistently display an ambitious attitude that enables them, or others, to make good progress. Their attitude can lead to disruption and they can show a lack of integrity in their consideration to others. They may lack endurance and occasionally need prompting to engage in their studies. They struggle to work collaboratively and lack the versatility to try new approaches to learning. The student does not always demonstrate that they are happy in their approach to learning. Their work regularly fails to meet our expectations of excellence

**Cause for Concern:** Consistently displays an attitude that lacks ambition and hinders them, or others, from making progress. They show a lack of integrity and their attitude can frequently lead to disruption or they can show a lack of consideration to others. They do not demonstrate versatility in their approach to learning. They often lack endurance and need prompting to engage and they do not attempt to work collaboratively. The student does not demonstrate that they are happy in their approach to learning. Their work rarely meets our expectations of excellence.

## Appendix 6: Uniform

We think it is important for all students to keep up a high standard of appearance so that the school's excellent reputation is maintained in the local community. Students must wear school uniform at all times while on school premises and travelling to and from school. They may also be required to do so when on school trips.

All items are available from Hawkinsport in Bourne End except Furze Platt Senior School ties which are in House colours and can be purchased at School Reception.

### School Wear

<b>Compulsory</b>	
White Shirt	May be purchased anywhere, but must have top button that can be done up. Must be worn tucked in to skirt or trousers.
School Tie	House colours, Lower School (Years 7-8) £5, Upper School (Years 9-11) £8. <b>Available from School Reception only.</b>
School Blazer*	Blue with school crest.
School Skirt*	Must be purchased from Hawkinsport; our official school skirt is the only style that is permitted. Must reach to just above the knee.
Trousers	They should be plain black, straight leg and smartly tailored. Denim, cotton jean style, skinny leg or flared trousers are not permitted.
Shorts	These should be plain, black, straight leg and smartly tailored. They should be knee length.
Socks	Dark only.
Tights	Black or natural only.
Shoes	Black only: smart style shoes. No logos, no trainers, trainer styles, no canvas, no heels, no boots, no backless shoes.
<b>Optional</b>	
V-neck sweatshirt*	Optional, but the only sweatshirt permitted and must be worn under the school blazer. Tie must be visible beneath the collar.
Coat	Coats can be of any colour. However, they should not be denim or leather. Hoodies of any sort (except the official school hoodie, which is only for use in PE lessons) are not permitted.
Scarf	Scarfs can be of any colour and should be taken off when indoors. Students who wish to wear a headscarf as part of religious dress should wear black or navy.
Hat/Cap	Hats should not be worn inside the school buildings at any times. Caps and hats should not have offensive logos.

## Sports Wear

Compulsory	
Polo Shirt*	In school colours (navy with amber strip), cap or short sleeve and with school logo.
Rugby top*	In school colours, long sleeved and with school logo. Reversible.
Shorts/r Skort*	In school colours (navy with amber strip).
Trainers	Non-marking soles for indoor use.
Sports Socks*	In school colours and featuring the school's name.
Hockey/ Football Boots	For use on all-weather pitch and grass pitches (please note: metal studs must not be worn on the all-weather pitch – we recommend buying moulded studs that can be used on both).
Shin Pads	
Mouthguard	
Optional	
Hoodie*	Navy and amber hoodie with a front pocket and featuring the school logo
Tracksuit bottoms	Navy, no logo

\* Only available from Hawkinsport

Further requirements	
Jewellery	Jewellery is inappropriate for school. A wristwatch and single stud in each earlobe is the only jewellery permitted. Any other kind of jewellery will be confiscated. <b>Any other piercings are not permitted</b> and must be removed for school
Hair and make-up	Make-up should be discrete. Nail varnish should be clear. Nail extensions/false nails or false eyelashes are not appropriate for the school environment and indeed are dangerous in certain situations e.g. PE lessons. Hairstyles should be sensible and appropriate to the working environment. No extreme styles are permitted including shaven head, shaven patterns and unnatural hair colours.