



Hardenhuish School

Positive Behaviour Policy

and

Appendices

If you would like any policy in a more accessible version, please contact the Administration Manager
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Contents

1. Aims and Principles	4
2. Legislation, statutory requirements and guidance	4
3. Definitions	5
3.1. Misbehaviour is defined as:	5
3.2. Serious misbehaviour is defined as:	5
4. Bullying	6
5. Roles and responsibilities	7
5.1. The governing board	7
5.2. The headteacher	7
5.3. Staff	8
5.4. Parents and carers	8
5.5. Pupils	8
6. Our behaviour expectations	9
6.1. Mobile Phones	10
6.2. Uniform	11
6.3. Equipment	11
6.4. Punctuality	12
6.5. Moving around the school	12
6.6. Eating and drinking	12
7. Responding to behaviour	13
7.1. Our approach	13
7.2. Know and understand your pupils and their influences	13
7.3. Teach learning behaviours	13
7.4. Use consistent classroom management strategies	13
7.5. Use simple approaches as part of a regular routine	14
7.6. Use targeted approaches to meet the individual needs of pupils	14
7.7. Safeguarding	14
7.8. Responding to good behaviour	14
7.9. Responding to misbehaviour	15
7.10. Restrictive interventions, including use of reasonable force	16
7.11. Searching and confiscation	17
7.12. Off-site direction	17
7.13. Child-on-child abuse	17
7.14. Zero-tolerance approach to sexual harassment and sexual violence	18
7.15. Discriminatory language	18
7.16. Off-site misbehaviour	18
7.17. Online misbehaviour	19
7.18. Suspected criminal behaviour	19
7.19. Malicious allegations	19
8. Sanctions	20
8.1. The NET	20
8.2. Detentions	21
8.3. Reset	21
8.4. Suspensions and permanent exclusion	22

9. Responding to misbehaviour from pupils with SEND	23
9.1. Recognising the impact of SEND on behaviour	23
9.2. Adapting sanctions for pupils with SEND.....	24
9.3. Considering if a pupil displaying challenging behaviour may have unidentified SEND.....	25
9.4. Pupils with an education, health and care plan (EHCP).....	25
10. Supporting pupils following a sanction	25
10.1. Placing a pupil on report.....	25
10.2. Team Around the Pupil Meetings	26
11. Pupil transition.....	27
12. Training	27
13. Monitoring arrangements	27
14. Appendix 1 – Sanctions Summary	29
15. Appendix 2 – Uniform Expectations Poster.....	32

1. Aims and Principles

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Good order and discipline are essential if the school is to look after the wellbeing of the school community and improve the attainment of all pupils. Pupils cannot learn, and teachers cannot teach, in an atmosphere of disruption. A clear behaviour policy that is understood and supported by the whole school community is essential to the establishment and maintenance of high standards of behaviour. This policy has taken guidance from the legal framework of the United Nations Convention on the Rights of the Child (UNCRC) in order to create a rights-respecting ethos within the whole school community.

Pupils have a right under article 29 to a safe and orderly learning environment to assist them in achieving their full, academic potential.

Staff are entitled to work in a positive environment free from disruption. Agreed standards of behaviour should be consistently applied across the school.

Parents have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty under article 3 to share responsibility for the behaviour of their child. Consistency between the school's expectations of behaviour and parents' expectations of behaviour is essential.

Governors support the school in maintaining high standards of discipline.

2. Legislation, statutory requirements and guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

3.1. **Misbehaviour** is defined as:

- 3.1.1. Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- 3.1.2. Non-completion of classwork or homework
- 3.1.3. Poor attitude
- 3.1.4. Incorrect uniform

3.2. Serious misbehaviour is defined as:

- 3.2.1. Repeated breaches of the school rules
- 3.2.2. Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- 3.2.3. Misogyny/misandry
- 3.2.4. Vandalism
- 3.2.5. Theft
- 3.2.6. Fighting
- 3.2.7. Smoking
- 3.2.8. Racist, sexist, homophobic or discriminatory behaviour
- 3.2.9. Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Non-prescribed drugs (substances which, when taken into the body, changes the way a person feels, the way they perceive things and the way the body works), including legal drugs such as alcohol, tobacco and solvents, and illegal drugs such as ecstasy and cannabis or any drug related items.
 - Stolen items
 - Tobacco, cigarette papers, lighters or any smoking related items

- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Aerosols, e.g. hairsprays, deodorant sprays
- Correction fluids (such as Liquid Paper/Tippex)
- Chewing Gum
- Caffeinated energy drinks

The following acronyms and abbreviations are used in this policy:

- United Nations Convention of the Rights of the Child (UNCRC)
- Pastoral Managers (PMs)
- Learning Managers (LMs)
- Curriculum Leaders (CLs)
- Leadership Team (LT)
- Team Around the Child (TAC)
- Key Stage 4 (KS4)
- Headteacher's Personal Assistant (HTPA)
- Special Educational Needs Co Ordinator (SENCO)
- Team Around the Pupil (TAP)
- Child Protection Online Management System (CPOMS)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- 4.1.1. Deliberately hurtful
- 4.1.2. Repeated, often over a period of time
- 4.1.3. Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Transphobic Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Pupils and staff have worked together to compose our Anti-Bullying Policy. This highlights the school's belief that, if members of the school community are to achieve their full potential, they need to feel secure, respected and valued by their peers and the rest of the school community. Therefore, we view bullying as totally unacceptable, and we will work hard to stop it and reduce its effects.

5. Roles and responsibilities

5.1. The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2. The headteacher

The headteacher is responsible for:

- 5.2.1. Reviewing and approving this behaviour policy
- 5.2.2. Ensuring that the school environment encourages positive behaviour
- 5.2.3. Ensuring that staff deal effectively with poor behaviour
- 5.2.4. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- 5.2.5. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 5.2.6. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- 5.2.7. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- 5.2.8. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- 5.2.9. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13).

5.3. Staff

Staff are responsible for:

- 5.3.1. Creating a calm and safe environment for pupils
 - 5.3.2. Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - 5.3.3. Implementing the behaviour policy consistently
 - 5.3.4. Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - 5.3.5. Modelling expected behaviour and positive relationships
 - 5.3.6. Providing a personalised approach to the specific behavioural needs of particular pupils
 - 5.3.7. Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
 - 5.3.8. Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
 - 5.3.9. Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
 - 5.3.10. Recording behaviour incidents promptly
 - 5.3.11. Challenging pupils to meet the school's expectations
- The Leadership Team (LT) will support staff in responding to behaviour incidents.

5.4. Parents and carers

Parents and carers, where possible, should:

- 5.4.1. Get to know the school's behaviour policy and reinforce it at home where appropriate
- 5.4.2. Support their child in adhering to the school's behaviour policy
- 5.4.3. Inform the school of any changes in circumstances that may affect their child's behaviour
- 5.4.4. Discuss any behavioural concerns with the school staff promptly
- 5.4.5. Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- 5.4.6. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- 5.4.7. Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5. Pupils

Pupils will be made aware of the following during their induction into Hardenhuish School:

- 5.5.1. The expected standard of behaviour they should be displaying at school
- 5.5.2. That they have a duty to follow the behaviour policy
- 5.5.3. The school's key rules and routines

- 5.5.4. The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- 5.5.5. The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

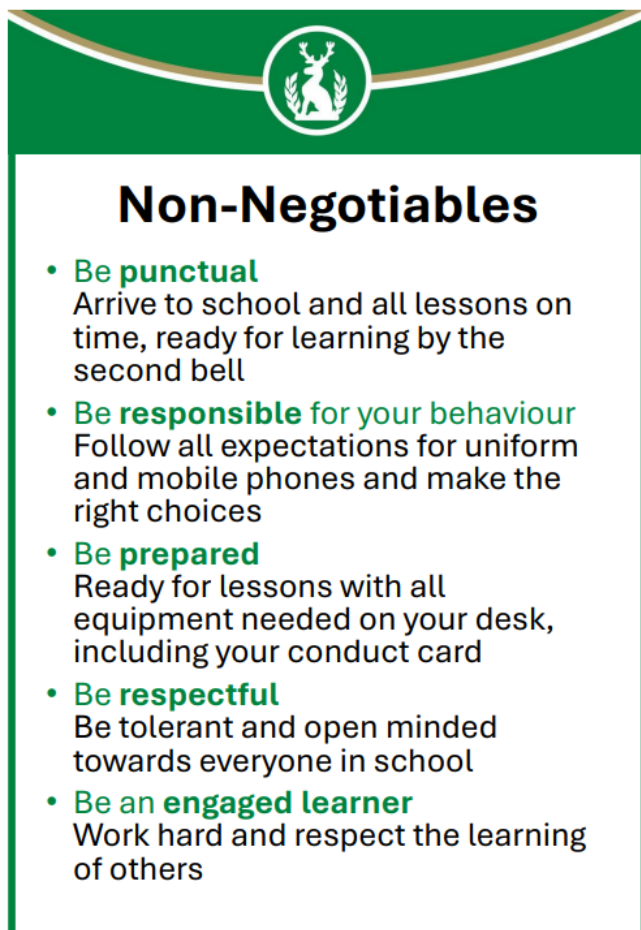
Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Our behaviour expectations

Pupils are in school to learn and develop as individuals; teachers and other adults are in school to help them do so by creating an orderly, supervised and caring environment. We value behaviours that support learning and respect the rights of the child.

Our expectations for behaviour and conduct in school are summarised in the Non-Negotiables. At the start of September, and regularly throughout the year, pupils are reminded of our expectations by tutors and other staff as they take them through the Non-Negotiables. These have been put in place with the help of pupils, and they are there so that everyone can work together, feeling safe and secure.

Most pupils can be relied upon to always behave in a sensible manner. However, the minority of pupils who fail to respect the rights of others, meet the Non-Negotiables and other expectations are dealt with according to the seriousness of their misbehaviour. All staff are aware that any form of discipline must respect the human dignity of the pupil.



Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

6.1. Mobile Phones

- 6.1.1. Hardenhuish School is committed to the safeguarding of everyone in its community. We recognise that mobile devices, including smart devices, are an important part of everyday life for our students, parents and staff, as well as the wider school community.
- 6.1.2. However, in line with national policy we are committed to prohibiting the use of mobile phones and other smart technology with similar functionality throughout the school day including during lessons, between lessons and at breaks and lunchtimes.
- 6.1.3. Our approach to mobile phones is detailed in our Mobile Phone Policy.
- 6.1.4. Pupils are allowed to bring a mobile device to school but these must be turned off and in their bag between 8.30am and 3pm. During these times smart watches can be worn but can only be used for timekeeping, and headphones are not allowed to be worn.
- 6.1.5. If pupils are found to be using mobile devices within this time, the following sanctions will apply:

Incident	Action
First incident	Phone confiscated Pupil collects from Reception at the end of the day. C1 logged Parent informed that any future confiscations will require a parent to collect the phone
Second incident	Phone confiscated C2 logged, LT ASD set Parent contacted and collects from Reception
Third and any subsequent incident	Phone confiscated C3 logged, 1 day in reset Parents contacted and meeting arranged with year team/LT Phone will be returned at the meeting Pupil will be required to hand in their phone to reception or the year office each day

At any stage of the sanction ladder, refusal to hand over a phone will result in a day in reset. Any further escalation or persistence will be considered on a case-by-case basis.

Mobile phones are not allowed in public examination spaces. To prevent pupils and students from having mobile phones in public exams, the use of metal detectors can be used to screen and scan candidates for mobile phones when entering exams.

6.2. Uniform

Full details of the school uniform can be found in the Uniform Policy. Failure to adhere to these expectations will result in an entry on the pupil's Conduct Card or with other consequences should the pupil display extreme, deliberate, or persistent failure to adhere to these expectations. The school will also endeavour to provide temporary uniform items for pupils who need them.

As part of a tutor's responsibility during morning registration each day, the tutor will check standards of uniform and record issues. If possible, the pupil will be offered items of correct uniform should they need it. Failure to accept these items may result in additional sanctions for defiance.

Pupils who still persistently fail to comply with expectations or cooperate with staff instructions to rectify issues, or whose appearance is extremely different from the expectations (such as bright, unnaturally coloured hair) may also face additional sanctions.

6.3. Equipment

Pupils need to bring the correct equipment to school at all times. Some equipment will be required each day, such as a pen, pencil, eraser, ruler, and a calculator. Other equipment will depend on the specific requirements of the lessons, such as kit for PE and Dance, ingredients for a Food lesson, etc.

In most instances, pupils who do not arrive to lessons with the correct equipment will be offered replacement equipment to use. Conduct Cards, Progress Reports and Arbor Behaviour data will be used to inform staff when pupils' lack of equipment has become a persistent occurrence over time and lessons. In such cases tutors, PMs and LMs will work with the pupil to develop their independence and organisational skills.

6.4. Punctuality

We recognise that pupils being on time to school and to lessons is vital. Arriving late to lessons can be very disruptive for both pupils and teachers. Being late for school and lessons also reduces learning time. To ensure that pupils who are regularly late are sanctioned consistently and/or that those needing extra support with their punctuality receive it, lateness to school and lessons is monitored daily.

If a pupil is late to school or lessons on 5 separate occasions over a term, they are issued with a lunchtime punctuality detention on the next school day. This is communicated to parents.

Pupils who have a legitimate reason to be late to school or lessons (such as medical or SEN) may be exempt from punctuality detentions.

Any pupil who persistently struggles with timekeeping will be offered additional support from their Pastoral Manager or other key staff (such as advice, early sign in sheets, alarm clocks or a Punctuality Report).

6.5. Moving around the school

Hardenhuish comprises ten separate buildings, called Learning Centres, situated in a large area of open parkland. Pupils are encouraged to move calmly around the school, keeping to paths and to the left in corridors.

6.6. Eating and drinking

Pupils should eat and drink only in the food halls or the designated outdoor areas. Hot food can only be consumed in the food hall from which it was purchased. Hardenhuish does not allow cans of drink in school.

Pupils are not allowed to eat food during lessons, but they are allowed to take the occasional sip from a bottle of still water or squash (sparkling or caffeinated drinks that do not assist hydration are not to be consumed in lessons). Chewing Gum is not allowed in school.

7. Responding to behaviour

7.1. Our approach

A key feature of schools making significant progress is that all staff follow consistently the school's agreed policies and procedures, in classrooms and outside them. Below is a list of strategies identified by pupils to help teachers ensure positive behaviour for learning. Their adoption by all staff will enhance the consistency of our approaches towards positive behaviour, which will in turn ensure all pupils' right to an education at Hardenhuish School.

- 7.1.1. Set clear boundaries, stick to them and follow through with consequences
- 7.1.2. Reward good behaviour and hard work
- 7.1.3. Treat everyone equally and create a positive working atmosphere
- 7.1.4. Encourage everyone to contribute and don't talk for too long
- 7.1.5. Insist on the basics from everyone (homework completed on time, correct equipment and good manners etc)
- 7.1.6. Get to know the pupils and establish positive relationships
- 7.1.7. Stay calm and try not to shout
- 7.1.8. Keep parents informed
- 7.1.9. Give clear instructions and explain what you want pupils to do thoroughly
- 7.1.10. Make lessons fun and exciting, including a variety of activities
- 7.1.11. Try to be present most of the time
- 7.1.12. Smile – a happy teacher = happy pupils

These strategies are supported by advice and guidance on effective practice that has been provided by the Education Endowment Foundation, Improving Behaviour in Schools (2019). This has an evidence-based foundation that advocates the following 5 step approach to behaviour management:

7.2. Know and understand your pupils and their influences

- 7.2.1. Getting to know the pupils as individuals and developing positive relationships has proven to be effective at encouraging positive behaviours. Staff should look to establish positive relationships, maintain them over time and seek to repair relationships as soon as possible after any negative interactions have taken place.
- 7.2.2. Understanding a pupil's context will inform effective responses to misbehaviour (e.g. pupils who have been through 'adverse childhood experiences' are likely to respond differently to certain approaches than their peers.
- 7.2.3. Engaging pupils in the learning through effective pedagogy supports the teacher to establish and maintain these relationships.

7.3. Teach learning behaviours

- 7.3.1. Teaching pupils to consider how to behave in order for themselves and others to learn more effectively has been proven to improve standards of behaviour.
- 7.3.2. Encouraging pupils to be reflective about their own behaviours also supports this process.

7.4. Use consistent classroom management strategies

- 7.4.1. Teachers should spend time reflecting on their behaviour management approach and considering alternatives that may help to change the behaviours of pupils.

7.4.2. Such strategies include the 5:1 ratio of positive to negative interactions (using rewards when appropriate).

7.5. Use simple approaches as part of a regular routine

7.5.1. Regular routines such as greeting the pupils by the door as they enter the room have been proven to have high impact from little effort.

7.5.2. Other strategies that can help to encourage positive behaviours include using appropriate praise and liaising with parents.

7.6. Use targeted approaches to meet the individual needs of pupils

7.6.1. Universal behaviour systems are unlikely to meet the needs of all pupils; pupils may need a different approach in order to change their behaviours.

7.6.2. Children with special educational needs may not necessarily need additional support with their behaviour but they may demonstrate more challenging behaviours. Understanding these pupils' individual needs would be a good starting point in supporting them to improve.

7.6.3. Although an individual approach is encouraged, this should not mean that the school has lower expectations of behaviour for such pupils and nor are such pupils exempt from the school's rules and sanctions systems.

7.7. Safeguarding

The school recognises that:

7.7.1. Changes in behaviour may be an indicator that a pupil is in need of help or protection

7.7.2. Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be an indicator that they require additional support, including early help, or their misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.8. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

7.8.1. ACE Rewards

Staff can log positive behaviour on Arbor for:

- **Achievement** (eg. achieving beyond their National Indicator or Target Grade)
- **Citizenship** (eg. helping other pupils/members of staff) or
- **Effort** (e.g. trying hard with homework)

ACEs can also be given for environmental or sustainable work ("Green").

From September 2026, the ACE categories will be updated to reflect the five Language for Life themes. This means that the Achievement, Citizenship, Effort and Green categories will be replaced by the following: Ambitious, Resilient, Independent, Reflective, Collaborative.

Each ACE logged will be allocated a number of points. These may be 'cashed in' at a cash-in event for rewards such as stationery, educational equipment, dictionaries, calculators etc or charity contributions. The number of ACEs may, instead, be attributed to entries in Year Group raffles with the chance of winning vouchers.

7.8.2. Emails/Postcards home

An email, ACE Shout-Out or postcard home acknowledging particularly good, helpful or supportive behaviour is another way positive behaviour can be encouraged. Pupils rate it highly in terms of what they value or say is effective.

7.8.3. Governors Awards

These are given to pupils each year as recognition of continued effort and hard work and are linked to the Progress Checks that are conducted over the year, and other achievements (ACEs).

Governors Awards are given in Celebration Assemblies for Years 7-10. Additional awards are presented in public Awards Evenings for Years 11 and 13.

7.9. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See The Use of Reasonable Force, Authority to Search and

Violence and Aggression Towards Staff Policy for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use the following sanctions in response to unacceptable behaviour:

- 7.9.1. A verbal reprimand and reminder of the expectations of behaviour
- 7.9.2. Sending the pupil out of the class (the NET)
- 7.9.3. Expecting work to be completed at home, or at break or lunchtime
- 7.9.4. Detention at break or lunchtime, or after school
- 7.9.5. Loss of privileges – for instance, the loss of a prized responsibility
- 7.9.6. Conduct points
- 7.9.7. School-based community service, such as tidying a classroom
- 7.9.8. Referring the pupil to a senior member of staff
- 7.9.9. Letter or phone call home to parents/carers
- 7.9.10. Agreeing a behaviour contract
- 7.9.11. Putting a pupil 'on report'
- 7.9.12. Reset
- 7.9.13. Internal exclusion or Suspension

Behaviour incidents are logged on Arbor under the categories C1, C2, C3 or C4, with a corresponding number of behaviour points for each. Recording behaviour incidents enables PMs/LMs/LT to have an overview of behaviour around school and inform where intervention is needed.

7.10. Restrictive interventions, including use of reasonable force

The use of reasonable force upon any pupil by a member of staff is a serious matter and should only be considered as a last resort. However, in some circumstances, staff may use reasonable force to restrain a pupil to prevent or stop a pupil from:

- 7.10.1. Hurting themselves or others
- 7.10.2. Committing a criminal offence
- 7.10.3. Damaging property
- 7.10.4. Causing disorder among pupils, in or out of lessons

Incidents of physical restraint must:

- 7.10.5. Always be used as a last resort
- 7.10.6. Be applied using the minimum amount of force and for the minimum amount of time possible
- 7.10.7. Be used in a way that maintains the safety and dignity of all concerned

- 7.10.8. Never be used as a form of punishment (any form of physical punishment of pupils is an unlawful assault as is any form of physical response to misbehaviour unless it is by way of restraint).
- 7.10.9. Be recorded and reported to parents

For more information on the use of reasonable force, please see the Use of Reasonable Force, Authority to Search and Violence and Aggression Towards Staff Policy.

7.11. Searching and confiscation

Any prohibited items (listed in Section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. In more serious cases, the school could enforce a sanction and involve the Police.

For more information on searching and confiscation, please see the Use of Reasonable Force, Authority to Search and Violence and Aggression Towards Staff Policy.

7.12. Off-site direction

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to require a pupil to attend another education setting temporarily to improve their behaviour. This may be at a different school or at a specialist Alternative Provision provider.

Off-site direction may enable a student to improve their behaviour and attitude, break out of difficult peer group relationships, attend regularly and make the expected progress.

The headteacher, on behalf of the governors, can make off-site directions. Parents will be notified in writing about an off-site direction with clear information about the establishment, number of days the requirement is to be imposed, the reasons for, and objectives of, imposing the requirement and the timings.

The school has a system of tracking the progress of pupils who are directed off-site, and this is reviewed regularly by key members of staff; any changes to provision made as an outcome of such reviews are communicated to parents.

7.13. Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our Safeguarding and Child Protection Policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.14.Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

7.15.Discriminatory language

Hardenhuish School takes the issue of discriminatory language very seriously and works as a whole school community to challenge behaviour that does not respect the identity of a pupil. All incidents of bullying should be reported and communicated to the child's year office and dealt with appropriately. All staff are aware of the requirement to be vigilant on such matters.

7.16.Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 7.16.1. Taking part in any school-organised or school-related activity (e.g. school trips)
- 7.16.2. Travelling to or from school

- 7.16.3. Wearing school uniform
- 7.16.4. In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- 7.16.5. Could have repercussions for the orderly running of the school
- 7.16.6. Poses a threat to another pupil
- 7.16.7. Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.17. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- 7.17.1. It poses a threat or causes harm to another pupil
- 7.17.2. It could have repercussions for the orderly running of the school
- 7.17.3. It adversely affects the reputation of the school
- 7.17.4. The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.18. Suspected criminal behaviour

- 7.18.1. If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 7.18.2. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 7.18.3. If a decision is made to report the matter to the police, a member of the Leadership Team will make the report.
- 7.18.4. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 7.18.5. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.19. Malicious allegations

- 7.19.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 7.19.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or

malicious, the school will consider whether to discipline the pupil in accordance with this policy.

- 7.19.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 7.19.4. The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- 7.19.5. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Sanctions

Please see Appendix 1 – Sanctions Summary, for information on how we respond to different types of behaviour incidents.

8.1. The NET

The NET is used if a pupil repeatedly refuses to follow instructions or if they are disrupting the learning of others. It should be considered as a means of deferring a conversation regarding a child's behaviour rather than a sanction in its own right.

The NET is organised within buildings to allow pupils to continue their learning in another classroom as quickly as possible and to prevent pupils moving across the site.

Before using the NET, the following should be considered (although it is not always necessary to have used all of these strategies):

- Non-verbal signals
- Move of seat
- Reminders about expectations
- Cooling-off time
- Alternative methods to achieve the same learning outcome (e.g. discussion rather than written task)

The following steps are followed:

- 8.1.1. Pupil receives a NET warning (if a pupil receives a warning and then improves their behaviour, a C1 is recorded)
- 8.1.2. If the pupil does not respond to the warning a NET form should be completed where reasonably possible and sent with the pupil to the designated room or class
- 8.1.3. Some pupils with specific SEN may be offered an alternative place to go. These pupils will be decided by the SENCO and Year Office and staff will be informed of who they are.
- 8.1.4. A pupil sent to the NET should take with them the work to be completed while they are not in their usual lesson (this may be a piece of work set centrally within departments).

If a child is sent out as a result of the NET, they will spend 30 minutes in an after-school detention. This can be supervised by the teacher or department colleague, but it is essential that the teacher attends the detention at some point to hold a restorative conversation with the pupil. This allows an opportunity to:

- Discuss the circumstances that led to the pupil being sent to the NET
- Discuss how the situation is going to be repaired
- Start the process of rebuilding the relationship

If a pupil does not arrive at the NET or refuses to leave to go to the NET this becomes a day of Reset, which will be organised by the Year Office/LT.

The NET should not be used:

- When a pupil needs to be 'parked' for a series of lessons (this should be arranged within curriculum areas)
- To resolve issues that have been 'rolled over' from a previous lesson

8.2. Detentions

All staff are authorised by the headteacher to give pupils detentions. Detentions can be used as a disciplinary sanction for pupils. Pupils can be issued detentions for disciplinary matters or for poor effort within lessons. Detentions are ideally used to explore, explain, and resolve issues with pupils to ensure a more positive classroom dynamic can be maintained in the future.

Any detention or sanction that is not attended or is not completed in a satisfactory way by the pupil can result in further sanctions being applied, as outlined in Appendix 1.

The school uses several different detentions including:

- Break or Lunchtime Detentions
- Department After School Detentions (including NET Detentions)
- Leadership Team Detentions

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.3. Reset

For C3 offences, removing pupils from lessons and social times for a fixed period of 1 day can be set as a sanction if agreed by PMs/LMs or a member of the Leadership Team.

Reset is supervised in H3 and appropriate work is provided for pupils to complete over the day. It may start halfway through the day and continue to the same point the following school day.

When in reset, pupils must follow the following expectations:

- All personal belongings (e.g. bags, coats, phones, headphones) will be left at the front of the room, where they will stay until the end of the day.
- No talking or communicating with other pupils. This includes during break and lunchtime.
- No sleeping (pupils must keep heads up at all times).
- Pupils are only allowed to eat food in H3 at break or lunchtime.
- Pupils are allowed to have hydrating drinks during the day (nothing fizzy or with caffeine).
- Pupils must complete the work provided to the best of their ability.
- No causing damage to walls or desks (including graffiti).

If pupils do not meet the expectations for effort or behaviour in reset, then their time may be extended. For more significant breaches of these expectations, a higher-level sanction may be imposed.

8.4. Suspensions and permanent exclusion

8.4.1. Internal Exclusion

In certain circumstances, such as gross insolence towards a member of staff, violence towards another pupil or repeated C3 offences where Reset has not resulted in a change of behaviour, it may be deemed appropriate to suspend pupils internally for a specified number of days, which will be a minimum of 2. In this time they will be under the supervision of staff. In some instances, a day of internal exclusion may well start earlier and finish later than a normal school day.

During an internal exclusion pupils work in secluded yet visible places. The opportunity is also available to work restoratively on the reason for the suspension.

The decision to Internally Exclude a pupil can only be made by a member of the Leadership Team and a formal letter is sent to parents from that person to confirm the sanction and the reasons for it. A C4 is logged on Arbor.

A readmission meeting with the pupil, their parents and a member of the Leadership Team will be held before the pupil is allowed back into the mainstream school. It could be agreed that a gradual reintegration is needed to maximise the possibility of a successful return to lessons.

8.4.2. Suspension

For persistent breaches of school discipline or one-off acts of very serious misbehaviour, such as recording images of pupils/staff that is broadcast, violent or abusive behaviour, possession of some of the items on the banned items list or using illegal drugs, or unauthorised recording of conversations/images of pupils/staff that is broadcast, then pupils may be given a suspension from school for a period of time.

If the headteacher decides that a suspension is warranted and approved, the following steps will be followed:

- Assistant Headteacher sends details, including reason for suspension, dates of suspension and date and time of readmission meeting, to HT PA
- HT PA prepares appropriate standard letter and attaches Information for Parents and Carers booklet
- HT PA books room for readmission with Reception and informs LM/AHT
- HT signs letters
- Copies of the letter go to:
 - Senior Educational Welfare Officer at County Hall
 - Link Governor
 - LM
 - Special Educational Needs Co Ordinator (SENCO) (if appropriate)
 - Attendance Officer
 - Office File

If the pupil lives outside of Chippenham and is entitled to school transport, Passenger transport at County Hall need to be informed to ensure that the pupil does not use school transport during their period of suspension.

8.4.3. Permanent Exclusion

The school is committed to not permanently excluding students. Instead, full time off-site direction is likely for students whose behaviour has not improved as a result of all the sanctions and interventions outlined in this policy or for any of the following one-off incidents: serious violence, supply of illegal drugs, carrying an offensive weapon or sexual abuse.

9. Responding to misbehaviour from pupils with SEND

9.1. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Such measures may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3. Considering if a pupil displaying challenging behaviour may have unidentified SEND

The school's SENCO may evaluate a pupil who exhibits challenging behaviour 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 and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4. Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

These can include:

- Parental contact
- Reintegration meetings following an internal exclusion or suspension
- Daily contact with Learning or Pastoral Managers
- A daily report card with personalised behaviour goals
- A written and signed behaviour contract

As part of our commitment to wellbeing, we offer further support to pupils through counselling and mentoring opportunities – both in and out of school. Pupils between the ages of 11 and 18 can sometimes be overtaken by events both in and out of school and, as a result, struggle to cope. We offer such pupils the option of working with fully trained counsellors who give the pupils the time they need to explore the situation they find themselves in. Together they try to identify routes forward.

10.1. Placing a pupil on report

10.1.1. Subject Reports

If a pupil is making poor behaviour choices in a particular subject and not in other subjects, the Curriculum Leader may issue the pupil with a Subject Report. This is used to get feedback for how a pupil is behaving and whether they are meeting their targets (with appropriate rewards and consequences issued depending on the outcome).

10.1.2. Pastoral Reports

PMs or LMs will sometimes place a pupil on 'Daily Report', which is a means of monitoring behaviour from lesson to lesson. There are different kinds of reports each with their own purpose. Parents are asked to sign the report and return it to school. Reports are intended to support pupils in making positive choices regarding their behaviour.

10.2. Team Around the Pupil Meetings

The primary aim of behaviour related intervention at Hardenhuish is to find appropriate ways of maintaining a pupil in school, ensuring their wellbeing is supported and guaranteeing their right to an education. Although this may involve considering alternative provision for the pupil for either short or long term, it will predominantly support the pupil in managing their current timetable more successfully. It is clear that a collaborative approach and full and clear communication between all involved is crucial if these pupils are to be fully supported in making a success of their time at Hardenhuish School.

A pupil should be discussed at a Team Around the Pupil (TAP) meeting when:

- their behaviour is causing widespread concern despite the full range of rewards and sanctions being used and evidenced
- they are preventing learning from taking place
- the disruption is in a number of subject areas
- the disruption is over a prolonged period of time
- intervention by classroom teachers, Curriculum Leaders and Learning Manager has had little or no impact

The basis of discussions at TAP meetings is the *Team Around the Pupil Checklist*, and the meetings bring together the Headteacher, Senior Leaders responsible for Behaviour, Attendance and Safeguarding, SEN, year teams and any other relevant staff to discuss any additional support or intervention. This may include:

- Adaptations to the curriculum
- Monitoring or mentoring in the Soane Room
- Alternative provision
- Work experience
- A review of learning needs (My Support Plan completed/EHCP review)
- Referral or involvement of specialist services (for example the Virtual School, Social Care, CAMHs, School Nurse or the Educational Welfare Officer)
- Completing an Early Help Assessment and setting up regular Team Around the Child (TAC) Meetings.

11. Pupil transition

To ensure a smooth transition to Hardenhuish, staff members hold transition meetings with the pupils' last schools to identify any needs. Pupils have transition and induction sessions with their new teacher(s) in order to make our expectations clear and to help familiarise them with the behaviour policy and the wider school culture.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour eg. autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer-on-peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our CPD programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provision, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders

The data will be analysed at least twice per year by the Assistant Headteacher with responsibility for behaviour.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This behaviour policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Appendix 1 – Sanctions Summary

Sanctions	Example Reasons - (Please note: this is not an exhaustive list and is intended as a guide. The context may change the outcome)	Supervised by	Recorded on Arbor	Parents Informed
Conduct Points Conduct points are logged on a pupil's conduct card. Pupils are expected to carry their conduct card at all times.	Conduct points can be given in or outside of lessons for the following reasons: Incorrect uniform Chewing gum or eating food outside of allocated areas Misbehaviour outside of lessons Missing key equipment (a pen, pencil or exercise book)	N/A	No	Parents are able to monitor their child's conduct card
Break or Lunchtime Detentions (Departmental or Pastoral) Break or lunchtime detentions can be run on the day they are issued. Pupils will be allowed the opportunity to get food before a lunchtime detention.	C1 offences in lessons such as.: Disruption Failure to complete homework by the deadline. Persistent failure to bring equipment to the lesson. Defiance of staff instructions or slow to cooperate. C1 offences out of lessons such as: Disruption around site. Defiance of staff instructions. Persistent uniform infractions. Congregating in toilet cubicles.	Teacher (or colleagues within or across Curriculum Areas. PMs	Yes	Optional
Department After-School Detentions ASDs can last for up to 30 minutes.	C2 offences in lessons such as: Missed break or lunchtime detentions Persistent disruption (sent to the NET). Persistent C1 choices over a series of lessons. Unsafe behaviour (in a lab or workshop for example). Swearing or abusive language towards another pupil.	Teacher (or colleagues within or across Curriculum Areas.	Yes	Written confirmation must be sent to parents.

Leadership Team After School Detentions LT ASDs are supervised by a member of the Leadership Team and last for 1 hour.	C2 offences such as: Missed Department After School Detention or Punctuality Detention. Persistent C1 choices around site. Unsafe behaviour around site. Swearing or abusive language towards another pupil. Truancy (not leaving site). Filled or missing conduct cards. Possession of smoking or vaping equipment (but not used in school), or being present around others who are smoking or vaping	LT	Yes	Written confirmation must be sent to parents.
Reset Day Removing pupils from lessons and social times for a fixed period of 1 day can be set as a sanction if agreed by PMs/LMs or a member of the Leadership Team. These sanctions will be supervised in H3. They may start halfway through the day and continue to the same point the following school day. If pupils do not meet the expectations for effort or behaviour in reset, then their time may be extended. Depending on the severity, a higher-level sanction may be imposed.	C3 offences such as: Refusal to go to the NET Missed Leadership Team Detention Persistent C2 offences (including bullying and smoking). Fighting or physical assault Swearing and/or extreme rudeness to a member of staff or pupil. Significant defiance Truancy (leaving the site). Possession of some banned items. Stealing Smoking or vaping Taking images or videos in school.	PM/LM/LT	Yes	Written confirmation must be sent to parents.

Internal Exclusion or Suspension An Internal Suspension will be under the supervision of senior staff for a period of at least 2 school days. In some instances, a day of internal Suspension may well start earlier and finish later than a normal school day. A suspension involves a pupil not being permitted on to the school site for a period of time. Work will be emailed home for the pupil to complete.	Significant offences such as: Persistent C3 offences Persistent poor behaviour in reset Physical assault Swearing and/or extreme rudeness to a member of staff or pupil. Possession of some banned items. Behaviour that harms the reputation of the school. Sharing images or videos taken in school on social media.	PM/LM/LT if Internal Exclusion or parents if Suspension.	Yes	Written confirmation must be sent to parents. Readmission meeting held with parents.
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15. Appendix 2 – Uniform Expectations Poster



What does our uniform at Hardenhuish look like?



Earrings

- ✓ One pair of small sleeper or stud earrings may be worn (one in each ear)
- ✗ Must not be worn in PE lessons – so new ear piercings should only be done at the start of the Summer holidays

Skirts

- ✓ Black, tailored skirts
- ✓ When a pupil stands upright and places their hands by their sides with their arms straight, the skirt should be longer than their fingertips
- ✗ Skirts must not be rolled up

Shoes

- ✓ Black, suitable for walking around our school
- ✓ Laces should be black
- ✓ Flat heeled
- ✗ No logos of other colours visible
- ✗ No shoes made of canvas, mesh and other non-waterproof materials

Jumpers

- ✓ Hardenhuish green with gold stripe and school logo
- ✓ Must be worn between October 1st and May 1st



Ties

- ✓ Green tie with school logo
- ✓ Should be worn to cover all visible buttons

Coats

- ✓ Must be weatherproof
- ✗ Must not be worn during lessons
- ✗ Denim coats, fleeces, sweatshirts or hoodies are not allowed

Shirts/Blouses

- ✓ White, short or long-sleeved shirt or blouse
- ✓ All buttons must be done up (including top button)
- ✓ Maximum of one pocket
- ✓ Plain white vests or t-shirts can be worn underneath for extra warmth
- ✗ Shirts/blouses must not be untucked (except at lunchtime)

Trousers

- ✓ Black, tailored trousers
- ✓ Belts (if worn) must be plain, black or dark brown and threaded through trouser loops
- ✗ Not drainpipe or tight style. No denim

Shorts

- ✓ Black, tailored knee length shorts

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32