


Behaviour Policy

Thomas Keble School



This is a statutory policy and was agreed upon by the Trust Board and supersedes all previous policies relating to this area	22/10/2025
Signed by The Chair of Trustees Ms. M Baker	
Implemented:	22/10/2025
Review date:	22/10/2026
Author:	C Whitfield/S Shaw

1.0 Aims

The aims of the behavior policy are to:

1. Provide the framework for an effective and safe learning environment for all.
2. Provide a behaviour framework which is workable, proportionate, consistent and fair.
3. Encourage high expectations in all aspects of school life to enable pupils to develop responsible attitudes.
4. Define what we consider to be unacceptable behaviour.
5. Outline the expectations and consequences of behaviour choices.
6. Provide a consistent approach to behaviour management that is applied equally to all pupils.

2.0 Linked Policies, Documents and Legislation

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines our school's duty to safeguard and promote the welfare of children, paragraph 9 requires our school to have a written behaviour policy. Paragraph 10 requires that we have an anti-bullying strategy, which we set out in our Anti-bullying Policy. Our behaviour policy and anti-bullying policy are published on our website, in line with DfE guidance. This policy complies with our funding agreement and articles of association.

Linked policy list:

- Safeguarding Policy;
- Anti-Bullying Policy;
- Home School Agreement;
- Rewards Policy;
- Complaints Policy;
- Uniform Policy;
- Attendance Policy;
- Reach Values framework;
- Suspension and Permanent Exclusion Policy.

3.0 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, in toilet areas and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform and equipment;

- Persistent lateness to lessons.

Serious misbehaviour is referred to the Headteacher in the first instance, and is defined as:

- Repeated misbehaviour and defiance;
- Bullying;
- 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, jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
- Theft;
- Fighting;
- Smoking or vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items:
 - Knives, weapons or items that can be considered as weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers or vaping devices; 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).

3.0 Roles and Responsibilities

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The Headteacher has the legal responsibility for maintaining discipline in the school and determining acceptable standards. The Headteacher is responsible for:

- Reviewing and approving this behaviour policy with the board of Trustees annually;
- Ensuring that the school environment prioritises positive behaviour;
- Ensuring that staff:
 - Are all trained and supported to deal effectively with poor behaviour;
 - Implement this policy consistently to deal effectively with poor behaviour;
 - Implement this policy to ensure rewards and sanctions are applied consistently to all pupils;

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Ensuring that new staff receive 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;
- Ensuring that 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 as set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- 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.

3.1 Clear Expectations

These are articulated within the School's Home School Agreement and our REACH values framework (see Appendices 1 and 2). Pupils are expected to comply with all such expectations, and the active support of parents/carers to this is fundamental. All staff must consistently reinforce all such expectations, acting as role models of appropriate behaviour, displaying respect and courtesy at all times. Our REACH expectations are clearly displayed throughout the school, communicated to the wider school community and regularly discussed.

3.2 A System of Recognition and Reward

The school will use all available means to publish and promote achievement by all members of the school. The school may make use of fixed term Report Cards to monitor behaviour and to recognize improvements in student behaviour. Reports may be issued by Tutors, Heads of Department, Heads of Year or other senior members of staff.

The behaviour policy should be read alongside the school's Rewards and Recognition Policy.

3.3 A System of Sanctions

Teachers and all other paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. This applies to any time when the pupil is in school, or elsewhere under the charge of a teacher, including school visits or after-school events. It also includes behaviour outside of school, which impacts on the school community or could bring the school into disrepute.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- I. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- II. The decision to punish the pupil, and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
- III. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them'. (Behaviour and discipline in schools, DFE, February 2014).

Note that condition II above, which is that *"The decision to punish the pupil, and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff"* — applies more narrowly to **immediate disciplinary actions** (e.g. issuing a detention or sanction during the school day). It does **not** restrict the timing of **formal exclusions**, including suspensions.

The school runs a system of centralized lunchtime detentions each day and also a centralized detention on Friday afternoon. The school may also use isolation from peers, where deemed absolutely necessary as either a sanction or when a serious incident has taken place and an investigation is underway. Students not following the school's REACH values whilst sitting a detention may be dismissed from the detention, and may then have their sanction upscaled. Repeated incidences of this nature may be considered as a 'serious behaviour' and sanctioned as such.

The Headteacher can exclude a child if they misbehave in or outside school. This is set out in our Suspension and Permanent Exclusion Policy. This policy sets out that the school will inform parents or carers about an exclusion as soon as possible, and will follow up with a letter and email setting out how long a child is excluded for and reasons why. Exclusions can start on the same day, and the school may ask that a child is collected straight away. For the first 5 school days of an exclusion, it is a parent or carers responsibility to make sure their child is not in a public place during normal school hours unless there's a good reason. There are 2 types of exclusion:

- Suspension (sometimes referred to as fixed-term or fixed-period exclusion);
- Permanent exclusion (sometimes called expulsion).

A suspension is when a child is removed temporarily from school. They can be removed for up to 45 school days in one school year, even if they've changed schools. If a child has been suspended for a fixed period, schools will set

and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

Permanent exclusion means a child is no longer allowed to attend a school. The local council must arrange full-time education from the sixth school day. The school or local council must let you know about any alternative education they arrange. It's a parent or carers responsibility to make sure their child attends.

Pupils with special educational needs (SEN) or a disability can be suspended or permanently excluded from school. Schools are not allowed to suspend or permanently exclude a pupil because they have a disability or additional needs the school cannot meet. The school has a legal duty under the Equality Act 2010 to safeguard and supporting pupils with special educational needs (SEN).

The behaviour policy should be read alongside the school's Suspension and Permanent Exclusion Policy.

4.0 The school Disciplinary Code

It is expected that most pupils will never be placed onto the "Disciplinary Code" throughout their school life. However, the code will clarify the position for that minority of students who are experiencing difficulties and sets out for stakeholders the processes followed (see Appendix 3).

Students may be placed onto a Disciplinary Stage, or moved up to a higher stage through either:

- A serious isolated instance of poor behaviour. Serious incidents are referred to the Head Teacher in the first instance.
- An accumulation of poor behaviour instances.

Students placed onto the Disciplinary Code will have their behaviour reviewed internally by the school which may result in students being moved from their position on the Disciplinary Code. Parents or carers will receive a letter notifying them if their child has moved on the Disciplinary Code as the result of a review.

The Headteacher (or the Deputy Headteacher in their absence) is the only person who can exclude a student from school or can place a student onto Level 5 and 6 of the Disciplinary Code.

The Graduated Pathway is used to support and coordinate intervention at the appropriate Level, including, but not limited to, risk assessments, My Plan, My Plan+ and screening tool kits. The school will use a PSP (Pastoral Support Plan) to help to manage student behaviour and to coordinate support for students at Stage 5 of the Discipline Code.

5.0 Managing behaviour in the classroom

Clear expectations for entering a teaching area, and clear classroom routines once inside, are in place and are communicated to students. In responding to poor behavior in the classroom situation, the aim will always to de-

escalate and to keep children in classrooms. The consistent approach to managing classroom behaviour is set out in Appendix 4. Should persistent poor behaviour occur, the member of staff immediately involved or witnessing this will record this using the digital platform specified by the school. In addition to this, staff are required to specifically record:

- Any lateness to lessons, including the number of minutes late;
- Students found either using vaping devices or smoking or congregating with those who are;
- Persistent behavior incidents where our REACH values are not followed, as set out in Appendix 4.

Serious incidents are immediately reported to the Head Teacher and in their absence a member of SMT and details are recorded using the appropriate school platform.

In addition, Tutors are required to specifically record:

- Instances of missing equipment following checks in the Tutor sessions.
- Any student in incorrect uniform, as set out in the Uniform Policy.

6.0 Managing behaviour outside of the classroom, but inside the school

Under no circumstances should a member of staff tolerate abusive or defiant behaviour. This must always be reported so that it can be managed appropriately. Staff are required to specifically record on ClassCharts:

- Students found either using vaping devices or smoking or congregating with those who are;
- Behavior incidents where our REACH values are not followed, as set out in Appendix 1.

7.0 Managing child-on-child abuse

Bullying will not be tolerated by any member of our school community. We aim to nurture learners who understand the difference between right and wrong and what it means to respect all those around them. Where incidents of bullying take place, we will act promptly and firmly to support both the victim and perpetrator along with sanctions in line with our anti-bullying policy.

This behaviour policy should be read alongside the school's anti-bullying policy.

8.0 Managing student use of Mobile Phones and Smart Watches

We accept that most students will use mobile phones outside of school, however we have clear expectations regarding their use in school. If a student needs to contact someone by phone or message who is outside of school during the school day, they may always ask to use a school phone at Student Services. The school does not accept responsibility for any loss or damage of phones or smart watches during the school day. A minority of students with

medical conditions may require access to a mobile phone, in which case this will be set out in their medical plan.

Our expectations for students regarding mobile phones are that:

- Mobile phones are not seen, heard or used between 08:30 and 15:15 on the school site;
- Mobile phones must be switched off and stored in school bags or lockers during the school day.
- Smart Watches may not be used during the school day.

A student mobile phone or smart watch will be confiscated and held at Student Services if either rule is broken. It can then be collected by the student at the end of the day. Whilst on school site, students should not be wearing or using earbuds/headphones, and there should be no audible music being played. Use of earbuds/headphones will lead to confiscation of the earbuds/headphones and/or the mobile telephone.

Students who consistently violate school rules around mobile phone or smart watch use, or students whose mobile phone or smart watch use causes distress to other students or members of staff may have their phone or watch confiscated for a longer period. It may also be necessary for a parent/carer to collect the phone or watch from the school at an agreed time. Individual students may also be required to place their mobile phone into one of the school's secure phone lockers each day for a defined period of time.

Refusal to hand over any item when requested will be considered as defiance and will be sanctioned in line with this policy.

The behaviour policy should be read alongside the school's Safeguarding Policy.

9.0 Managing behaviour outside of the school

Schools have a clear legal power to regulate pupils' behaviour outside of school premises, "to such extent as is reasonable". This will include any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform.

In addition, misbehaviour at any time that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil, member of staff or member of the public;
- Could adversely affect the reputation of the school.

Please see separate policy on educational visits.

10.0 Confiscation of inappropriate items

Schools may confiscate items from pupils. Guidance on confiscating is contained in the Safeguarding Policy.

11.0 Searching students

Authorised school staff can search students with their consent for any item that it is considered inappropriate to have in school, or which may not belong to the student concerned. The Headteacher, the Designated Safeguarding Lead, The Deputy Headteacher, Assistant Headteachers and Associate Assistant Headteachers, Head of Years, and Deputy Designated Safeguarding Leads are authorized by the Headteacher to search students or their possessions, without consent, if it is considered not searching would put the student or others in immediate risk. Wherever possible, the search will be conducted by a staff member of the same gender as the student being searched, with a second staff member present as a witness, the exception being when any delay in searching might lead to potential significant harm for the student or others. Further guidance is set out in the school Safeguarding and Child Protection Policy.

12.0 Use of reasonable force

The law provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or damaging property, and to maintain good order and discipline in the classroom. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13.0 Malicious allegations

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.

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.

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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our policy for managing allegations against staff.

14.0 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.

15.0 Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). 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 to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

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

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.

The school's special educational needs co-ordinator (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 may liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create any plans and review these periodically.

The provisions set out in the EHC plan 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 EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

16.0 Monitoring and Review

This policy and procedures within have been agreed by the board of trustees, who will approve them when reviewed annually.

Appendices

1. REACH values
2. Home school agreement
3. Disciplinary Code of Practice
4. Flow chart for dealing with classroom behaviour issues
5. Guidance on Smoking and Vaping
6. Uniform Guidance

Appendix 1: REACH values



The infographic features a central white box with a yellow border containing the REACH values. To the left of the box is a vertical column of five red icons: a warning sign, a prohibition sign, a bed, an open hand, and a thumbs-down gesture. To the right is a vertical column of five green icons: three stylized human figures, a star, a mountain range, two hands shaking, and a thumbs-up gesture. The central text is as follows:

 **R**
Respect **everyone's right to education**

E
Strive to **excel and complete work to the best of your ability**

A
Be **aspirational and have expectations of yourself and everything you do. Don't be afraid to step out of your comfort zone**

C
Always demonstrate **compassion and kindness to others**

H
Be **open and honest about the choices you make**

Appendix 2: Thomas Keble School: Home-School Agreement

We believe that every child has the potential to succeed. A strong partnership between school, student and family is an essential foundation for this success. Our aim is to provide a rigorous and broad education so as to help develop well-qualified, self-confident, responsible, healthy and happy citizens, who can make a valuable contribution to their world. In order to achieve this:

The School will:	Students should:	Parents should:
<ul style="list-style-type: none"> • Provide a safe, disciplined, caring, and stimulating environment. • Provide the best possible education for every student, based on a broad and balanced curriculum and a varied extra-curricular programme. • Treat everyone in the school community appropriately, fostering courtesy, responsibility, tolerance and self-confidence. • Make parents and visitors feel welcome in the school. • Inform pupils and parents about pupil progress, through mentoring, reporting and parents' evenings. • Monitor attendance, encouraging 100% attendance. • Set appropriate homework with realistic deadlines and regular planner monitoring. • Set clear uniform expectations. • Establish an effective system of rewards and sanctions. 	<ul style="list-style-type: none"> • Make full use of the opportunities provided by working hard and participating in selected activities. • Treat everyone in the school community appropriately, being polite, tolerant, responsible and self-confident. • Help visitors feel welcome in our school. • Listen to teachers and others to understand their own progress. • Put their best effort into homework, meeting deadlines and using the planner properly. • Strive for 100% attendance. • Keep to the Behaviour Policy and IT Acceptable Use Policy. • Keep to the uniform expectations. • Behave well and accept the school's rewards and sanctions. 	<ul style="list-style-type: none"> • Encourage and support their child's learning both at school and at home. • Feel welcome in the school, helping us by making appointments if they wish to speak to a member of staff. • Treat everyone in the school community appropriately, encouraging courtesy, tolerance, responsibility and self-confidence. • Provide a good working environment at home for homework. • Expect their child to behave well and support the school's rewards and sanctions. • Respond to reports on progress, attend parents' evenings and communicate any cause of concern to the school. • Ensure that their child attends school every day, and whenever absent notify the school promptly of any absence. • Support the school's Behaviour Policy and Discipline Codes. • Support the maintenance of high standards of uniform.

Appendix 3: Disciplinary Code of Practice

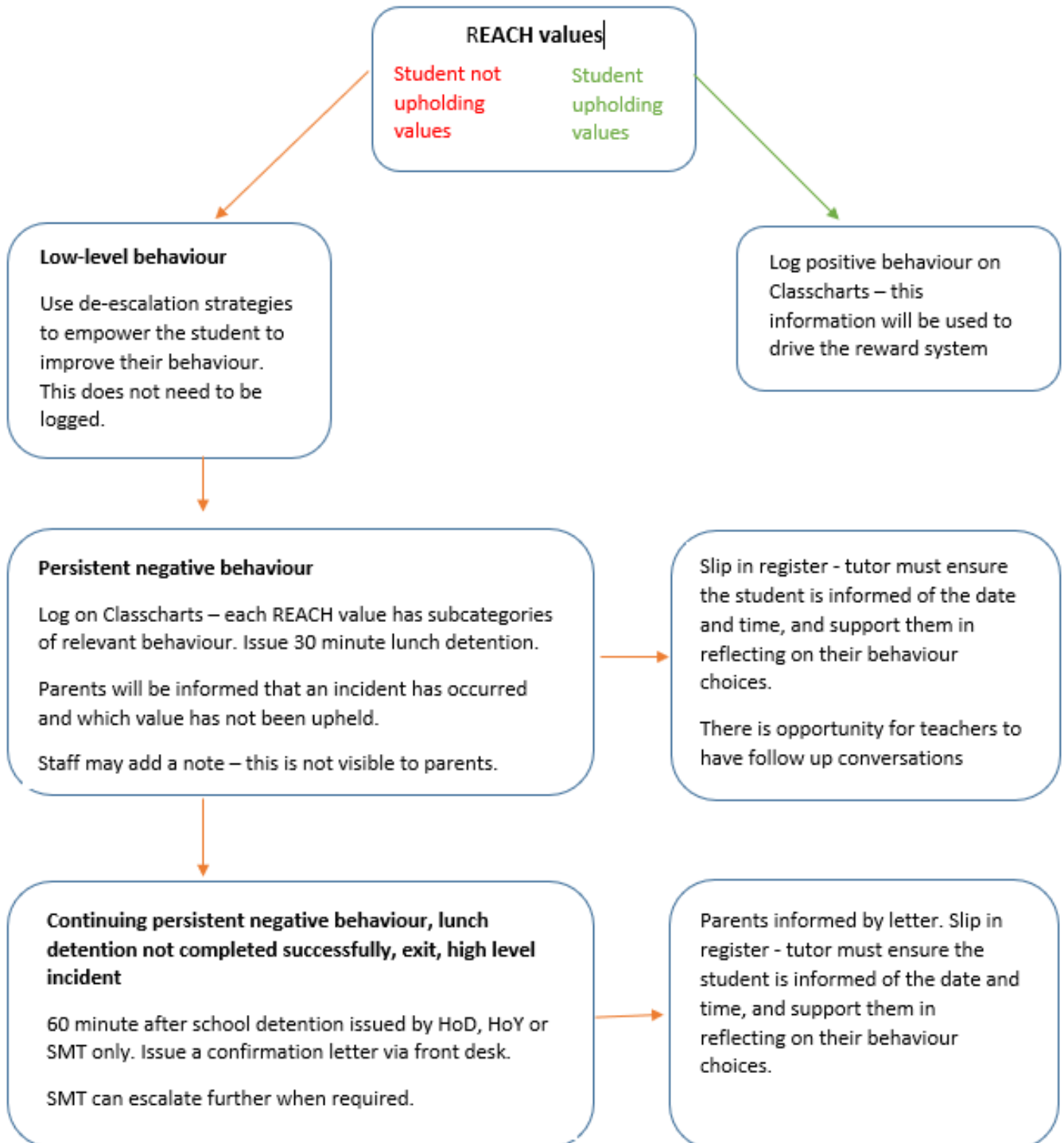
Name of pupil..... has now been placed at Stage This will be reviewed periodically by the Headteacher and parents will be informed of the outcome.

Signed..... Date

Stage 1	Parents notified of disciplinary incidents by form tutor or HOY. Tutor to discuss with HOY and take prime responsibility for monitoring/guidance. Parents could be invited to meet/communicate to discuss problems and strategies with tutor. Strategies could include the pupil reporting to a nominated member of staff on a daily basis.
Stage 2	Serious disciplinary incident or continued/general problem. Parents contacted by HOY and letter sent. Pupil placed on Tutor report if deemed appropriate. Parental meeting could be requested.
Stage 3	Very serious incident or persistent problems (must be reported to the Head Teacher). HOY contacts parents and could place a pupil on report to them (HOY). Parental meeting organised. Pupil likely to be involved in a series of detentions and/or isolation from some lessons. MyPlan arranged as concern is mounting
Stage 4	Extremely serious incident or failure to respond to above. Reported to the Head Teacher and contact is made with parents by appropriate staff member, a report card could be used. Parental meeting can be organised. Pupil likely to be involved in fixed term exclusion and/or extended isolation from lessons. Parents warned of risk to pupil's place within school. My Plan + meeting is arranged and L.A Inclusion Team notified.
Stage 5	Repeated extremely serious incidents and/or failure to respond to above. Reported to the Head Teacher and an SMT member (likely to be Associate or Assistant Head) contacts parents and organises meeting. Pupil can be on report to SMT and/or Headteacher. Alternative strategies to be employed might include (but not exclusive of) long term alteration of timetable, P.S.P, extended isolation, extend fixed term exclusion etc. Parents given final warning of Permanent exclusion. PSP meeting booked by HOY and HOY with support form SMT.
Stage 6	Permanent Exclusion from School. Parents informed by Headteacher (or in their absence, Deputy). Case reviewed by Trustees' (Governors') Disciplinary Committee. Re-Integration service involved.

- I. At every stage our approach will be preventative and remedial, striving to motivate/engage the pupil in positive behaviour. The pupil will have the opportunity to contribute to the review.
- II. Referral to SENCO, EWO, Ed Psych. will take place at the earliest stage necessary, depending upon the pupil's circumstances. The Graduated Pathway details this.
- III. Students do not necessarily pass through each stage in turn. For serious incidents a student may jump several stages and in exceptional circumstances move directly to Stage 6.
- IV. As soon as there is clear, consistent and sustained evidence of a pupil's improved behaviour there will be either a review meeting or letter written by the HOY with the intent of moving him/her/they back one or more stages. Parents will be informed of all such reviews.

Appendix 4: Classroom Behaviour Flowchart





Appendix 5: Smoking or vaping flowchart

Stage A	<ul style="list-style-type: none"> Any pupil found smoking/vaping. Any pupil found with smokers/vapers. Lunch time detention issued, letter sent home and Stage A is recorded on the students record.
Stage B	<ul style="list-style-type: none"> Any pupil reported for a second offence within a 3-month period. After school SMT detention set Letter home expressing concern. Health Education and Stage B recorded on the students record.
Stage C	<ul style="list-style-type: none"> Any pupil reported for a third offence within a 3-month period. Isolation for 1 day. Letter home expressing concern and Parental meeting. Health support offered and Stage C recorded on the students record.
Stage D	<ul style="list-style-type: none"> Any pupil reported for a fourth offence within a 3-month period. Suspension from school. Further Parental re-admittance meeting. Health support offered and Stage D recorded on the students record.
Stage E	<ul style="list-style-type: none"> Any pupil reported for a fifth offence within a 3-month period. Further suspension from school. Further Parental re-admittance meeting. Health support offered and Stage E recorded on the students record.
<ul style="list-style-type: none"> At the start of each academic year all pupils at Stages A and B have a “fresh start”. All pupils at Stages C and D begin at Stage B. Any pupil at Stage E begins at Stage C. If a child is on the Discipline Code already, for other reasons, then these offences will be cumulative, increasing the stage as appropriate. 	

Appendix 6: Guidance: Upholding High Standards of Uniform

The vast majority of pupils, with the support of their parents or carers, conform to our uniform expectations. Standards across the school are high. Choosing not to wear uniform as set out in the Uniform Policy is considered to be a behavior and if persistent, as an act of defiance.

Form tutors are required to check uniform each morning and to log any uniform issues on the school platform. If this log shows a pattern, then the Head of Year will speak to the student and contact home to determine the context and to see if support is needed.

The school may ask that a student:

- Borrows a pair of school shoes for the day from the school, with the students own non-uniform footwear given in exchange for the school pair, and returned at the end of the day;
- Borrows a school jumper for the day, with an inappropriate jumper provided in exchange, which is given back at the end of the day;
- Removes false nails or false eye lashes;
- Removes piercings which are not permitted. Refusal to do so is considered defiance and is sanctioned accordingly. This may include suspension from school or in isolation.