



# Behaviour policy and statement of behaviour principles

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<b>Person responsible:</b>	DSL			<b>Reviewer:</b>	Designated Governor / Principal

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### Appendix 1: written statement of behaviour principles

#### 1. Aims

- 1.1. This policy aims to:
  - 1.1.1. Provide a consistent approach to behaviour management
  - 1.1.2. Define what we consider to be unacceptable behaviour, including bullying
  - 1.1.3. Outline how students are expected to behave
  - 1.1.4. Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
  - 1.1.5. Outline our system of rewards and sanctions

#### 2. Legislation and statutory requirements

- 2.1. This policy is based on advice from the Department for Education (DfE) on:
  - 2.1.1. [Behaviour and discipline in schools](#)
  - 2.1.2. [Searching, screening and confiscation at school](#)
  - 2.1.3. [The Equality Act 2010](#)
  - 2.1.4. [Use of reasonable force in schools](#)
  - 2.1.5. [Supporting pupils with medical conditions at school](#)
- 2.2. It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- 2.3. In addition, this policy is based on:
  - 2.3.1. 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 academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
  - 2.3.2. [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
  - 2.3.3. 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. Mistreatment of other members of the academy community
  - 3.1.4. Incorrect uniform
  - 3.1.5. Non-compliance with reasonable requests from staff
- 3.2. Serious misbehaviour is defined as:
  - 3.2.1. Physical assault
  - 3.2.2. Verbal abuse
  - 3.2.3. Threatening behaviour
  - 3.2.4. Bullying
  - 3.2.5. Sexual misconduct
  - 3.2.6. Racist abuse
  - 3.2.7. Theft
  - 3.2.8. Drug or alcohol possession/use
  - 3.2.9. Damage
  - 3.2.10. Persistent disruptive behaviour

- 3.3. Possession of any prohibited items. These are:
  - 3.3.1. Knives or weapons
  - 3.3.2. Alcohol
  - 3.3.3. Illegal drugs
  - 3.3.4. Stolen items
  - 3.3.5. Tobacco and cigarette papers
  - 3.3.6. Fireworks
  - 3.3.7. Pornographic images
  - 3.3.8. 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 student)

#### 4. Bullying

- 4.1. Bullying is an incredibly harmful practice and, as such, it is important that behaviour or conduct is not incorrectly classified as bullying in order that the serious experiences of those who experience bullying are not diminished.
- 4.2. To aid with this, the academy uses three definitions offered by psychology reviews of behaviour and conduct to aid with clarity:
  - 4.2.1. Rude Behaviour - Inadvertently saying or doing something that hurts someone else. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, or narcissism, but not meant to actually hurt someone.
  - 4.2.2. Mean Behaviour - Purposefully saying or doing something to hurt someone once. The main distinction between “rude” and “mean” behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.
  - 4.2.3. Bullying - Intentionally aggressive behavior, repeated over time, that involves an imbalance of power. It is commonly acknowledged that bullying entails three key elements: an intent to harm, a power imbalance, and repeated acts or threats of aggressive behavior.
- 4.3. Bullying is, therefore:
  - 4.3.1. Deliberately hurtful
  - 4.3.2. Repeated, often over a period of time
  - 4.3.3. Difficult to defend against
- 4.4. Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

#### 4.5. How students, parents and staff can report incidents of bullying

- 4.5.1. The first point of contact for any concerns regarding bullying should be the child’s tutor.

- 4.5.2. However, it is recognised that some students or parents may have existing relationships with other members of staff that would make disclosing concerns about potential bullying outside of this channel more accessible.
  - 4.5.3. Regardless of which member of staff receives the report of bullying, the academy's actions shall not be prejudiced.
  - 4.5.4. Students are able to report bullying verbally whilst on site
  - 4.5.5. Students are also able to report bullying via email or any other written means to staff
  - 4.5.6. Parents are able to report bullying to the academy via phone, email or any other written means
  - 4.5.7. Staff have a duty to report concerns regarding bullying using the academy safeguarding system, whether these are their own concerns or concerns that have been reported to them.
- 4.6. How the academy investigates allegations of bullying**
- 4.6.1. All allegations of bullying are triaged by the Designated Safeguarding Lead (DSL) as potential safeguarding concerns
  - 4.6.2. The DSL will allocate appropriate staff to investigate any allegation of bullying via collection of statements and any other relevant evidence from those directly involved and, where appropriate, from other witnesses or bystanders.
  - 4.6.3. On collection of this information the DSL, in conjunction with other relevant staff, will make an assessment as to whether the reported concern meets the definition of bullying as outlined above.
- 4.7. Sanction procedures**
- 4.7.1. Sanctions will be made in line with Section 7 of this policy, where applicable.
  - 4.7.2. Sanctions can be used to address behaviour that does not meet the threshold test for bullying.
  - 4.7.3. Sanctions will be applied in line with the principle of the balance of probability.
- 4.8. How the academy supports students who have been bullied, and those vulnerable to bullying**
- 4.8.1. The academy will support children who are bullied and make appropriate provision for a child's needs.
  - 4.8.2. The nature and level of support will depend on the individual circumstances and the level of need.
  - 4.8.3. These can include:
    - 4.8.3.1. discussion with a teacher that knows the student well
    - 4.8.3.2. asking the pastoral team to provide support
    - 4.8.3.3. providing formal counselling
    - 4.8.3.4. engaging with parents
    - 4.8.3.5. referring to local authority children's services
    - 4.8.3.6. completing an Early Help Assessment
    - 4.8.3.7. referring to Child and Adolescent Mental Health Services (CAMHS).
- 4.9. Whole-academy proactive strategies to prevent bullying**
- 4.9.1. The academy's response to bullying does not start at the point at which a child has been bullied.
  - 4.9.2. Staff proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place.
  - 4.9.3. This involves talking to students about issues of difference through dedicated events or projects, or through assemblies.
  - 4.9.4. The academy aims to create an ethos of good behaviour where students treat one another and the academy staff with respect because they know that this is the right way to behave. The belief in this culture extends beyond the classroom to all areas of the academy site and beyond the school gates including travel to and from school.
  - 4.9.5. Additionally, the academy seeks to:
    - 4.9.5.1. involve parents to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
    - 4.9.5.2. support parents to reinforce the value of good behaviour at home
    - 4.9.5.3. involve students so that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
    - 4.9.5.4. regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

- 4.9.5.5. implement disciplinary sanctions proportionally to acknowledge the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- 4.9.5.6. openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference.
- 4.9.5.7. teach children that using any prejudice based language is unacceptable
- 4.9.5.8. use specific organisations or resources for help with particular problems
- 4.9.5.9. provide effective staff training
- 4.9.5.10. work with other agencies and the wider community to tackle bullying that is happening outside school
- 4.9.5.11. make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on
- 4.9.5.12. create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- 4.9.5.13. celebrate success

#### **4.10. How the academy trains staff and governors in preventing and handling bullying**

- 4.10.1. Staff and governors are regularly briefed in developments regarding bullying, both nationally and locally.
- 4.10.2. This includes latest advice on approaches to preventing and handling bullying
- 4.10.3. In addition, staff are made aware of free training available, such as through the [Anti-Bullying Alliance](#)
- 4.10.4. There is additional, discreet training targeted at individual staff who have more prominent roles to play in the pastoral welfare of students, such as that available through the Diana Ambassador scheme

#### **4.11. Responsibilities of parents in supporting their children**

- 4.11.1. Parents have a responsibility to ensure the academy are aware of any concerns of potential bullying at the earliest possible stage, recognising that the academy is unable to act on concerns of bullying without this information
- 4.11.2. Parents should be mindful that research shows parents typically believe that their children are less involved in bullying (as victims and as perpetrators of bullying) than their children report.
- 4.11.3. Parents and caregivers also have the responsibility to help prevent bullying and respond to it effectively by using these research-based best practices (further information and detail is available [here](#)) where appropriate:
  - 4.11.3.1. Begin early in tackling aggressive behaviour by encouraging cooperative behaviors such as helping, sharing, and problem-solving.
  - 4.11.3.2. Show warmth and be engaged by spending time with their children or regularly supervising their activities
  - 4.11.3.3. Learn about bullying and dispel myths about its nature, prevalence, effects, and best practices in prevention.
  - 4.11.3.4. Talk about bullying to help children understand what it is, why it is harmful, and how to respond.
  - 4.11.3.5. Discuss and practice what they can do when they encounter bullying such as saying “stop” directly and confidently, walking away, and getting help from adults.
  - 4.11.3.6. Talk about how they can help others who are being bullied, by speaking up, showing kindness, and telling an adult.
  - 4.11.3.7. Model how to treat others with kindness and respect, seeking to avoid, where possible, exposure to family conflict, parental use of drugs and alcohol, domestic violence, and child abuse as these are related to a greater likelihood of bullying others and also being bullied by peers
  - 4.11.3.8. Develop clear rules and expectations about how children should treat others, enforcing these rules with natural and appropriate consequences that emphasise teaching appropriate behavior, not punishment.
  - 4.11.3.9. Encourage children to speak up if they are bullied or witness others being bullied.
  - 4.11.3.10. Encourage children to pursue interests and hobbies to boost confidence, help make friends with peers outside of school, and protect them from bullying behavior.

- 4.11.3.11. Learn about bullying prevention policies and practices at the academy and in leagues, clubs, and activities in the community.
- 4.11.3.12. Know the difference between bullying and harassment and what steps to take if you suspect or know that your child has been harassed.
- 4.12. All records of bullying, whether allegations or proven, are recorded on the academy safeguarding system
- 4.13. The academy recognises that bullying as a behaviour is a form of communication and shall consider the motivations behind bullying behaviour, and whether these raise any safeguarding concerns for students who bully, deploying intervention and support to address this conduct as required.
- 4.14. The academy will, at regular intervals, carry out student questionnaires on bullying to gather feedback to reflect and act upon

## 5. Roles and responsibilities

- 5.1. The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.
- 5.2. The principal is responsible for reviewing and approving this behaviour policy.
- 5.3. The principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 5.4. Staff are responsible for:
  - 5.4.1. Implementing the behaviour policy consistently
  - 5.4.2. Modelling positive behaviour
  - 5.4.3. Providing a personalised approach to the specific behavioural needs of particular students
  - 5.4.4. Recording behaviour incidents (see appendix 3 for a behaviour log)
- 5.5. The senior leadership team will support staff in responding to behaviour incidents.
- 5.6. Parents are expected to:
  - 5.6.1. Support their child in adhering to the student code of conduct
  - 5.6.2. Inform the academy of any changes in circumstances that may affect their child's behaviour
  - 5.6.3. Discuss any behavioural concerns with the class teacher promptly

## 6. Student code of conduct

- 6.1. Students are expected to:
  - 6.1.1. Behave in an orderly and self-controlled way
  - 6.1.2. Show respect to members of staff and each other
  - 6.1.3. In class, make it possible for all students to learn in a disruption free environment
  - 6.1.4. Move quietly around the academy
  - 6.1.5. Treat the academy buildings and academy property with respect
  - 6.1.6. Wear the correct uniform at all times
  - 6.1.7. Accept sanctions when given
  - 6.1.8. Refrain from behaving in a way that brings the academy into disrepute, including when outside school

## 7. Rewards and sanctions

- 7.1. Positive behaviour will be rewarded with:
  - 7.1.1. Points issued on Class Charts
  - 7.1.2. "Friday Five" Phone Calls Home
  - 7.1.3. Hot Chocolate with the Principal
- 7.2. The academy may use one or more of the following sanctions in response to unacceptable behaviour:
  - 7.2.1. Signing a student's conduct card
  - 7.2.2. Detention after school
  - 7.2.3. Final Warning
  - 7.2.4. Seclusion
  - 7.2.5. Fixed Term Exclusion
  - 7.2.6. Permanent Exclusion
  - 7.2.7. Expecting work to be completed at home, or at break or lunchtime
  - 7.2.8. Referring the student to a senior member of staff
  - 7.2.9. Letters or phone calls home to parents

- 7.2.10. Agreeing a behaviour contract
- 7.2.11. Putting a student 'on report'
- 7.3. We may use Seclusion in response to serious or persistent breaches of this policy.
- 7.4. Students may be sent to Seclusion during lessons if they are disruptive, and they will be expected to complete work there.
- 7.5. Students who do not attend a given detention may also be sent to Seclusion.
- 7.6. Seclusion is managed by the Seclusion Manager and overseen by a member of the senior leadership team responsible for behaviour.
- 7.7. Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on the bus on the way to or from school.
- 7.8. Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the student in accordance with this policy.
- 7.9. Please refer to our child protection policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- 7.10. The principal will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1. Classroom management

- 8.1.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
- 8.1.2. They will:
  - 8.1.2.1. Create and maintain a stimulating environment that encourages students to be engaged
  - 8.1.2.2. Reinforce the student code of conduct by stressing the importance of disruption free learning
  - 8.1.2.3. Develop a positive relationship with students, which may include:
    - 8.1.2.3.1. Greeting students in the morning/at the start of lessons
    - 8.1.2.3.2. Establishing clear routines
    - 8.1.2.3.3. Communicating expectations of behaviour in ways other than verbally
    - 8.1.2.3.4. Highlighting and promoting good behaviour
    - 8.1.2.3.5. Concluding the day positively and starting the next day afresh
    - 8.1.2.3.6. Having a plan for dealing with low-level disruption
    - 8.1.2.3.7. Using positive reinforcement

### 8.2. Physical restraint

- 8.2.1. In some circumstances, staff may use reasonable force to restrain a student to prevent them:
  - 8.2.1.1. Causing disorder
  - 8.2.1.2. Hurting themselves or others
  - 8.2.1.3. Damaging property
- 8.2.2. Incidents of physical restraint must:
  - 8.2.2.1. Always be used as a last resort
  - 8.2.2.2. Be applied using the minimum amount of force and for the minimum amount of time possible
  - 8.2.2.3. Be used in a way that maintains the safety and dignity of all concerned
  - 8.2.2.4. Never be used as a form of punishment
  - 8.2.2.5. Be recorded and reported to parents

### 8.3. Confiscation

- 8.3.1. **Any prohibited items found in students' possession will be confiscated.**
- 8.3.2. These items will not be returned to students.
- 8.3.3. We will also confiscate any item which is harmful or detrimental to academy discipline.
- 8.3.4. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
- 8.3.5. Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4. Student support

- 8.4.1. The academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.
- 8.4.2. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

- 8.4.3. The academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 8.4.4. 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.
- 8.4.5. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Student transition**

- 9.1. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.
- 9.2. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **10. Training**

- 10.1. Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process if relevant to their role.
- 10.2. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

- 11.1. This behaviour policy will be reviewed by the principal and full governing board every year.
- 11.2. At each review, the policy will be approved by the principal.

## **12. Links with other policies**

- 12.1. This behaviour policy is linked to the following policies:
  - 12.1.1. Exclusions policy
  - 12.1.2. Child Protection policy

## Appendix 1: written statement of behaviour principles

1. Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
2. All students, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to students at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The behaviour policy is understood by students and staff
6. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
7. Students are helped to take responsibility for their actions
8. Families are involved in behaviour incidents to foster good relationships between the academy and students' home life
9. The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

## Appendix 2: uniform expectations

1. General Principles:
  - 1.1. Students are ambassadors of Plympton Academy and are expected to dress in a way that reflects the standards we seek to achieve.
  - 1.2. The Academy Uniform Policy reflects Plympton Academy's ethos and is informed by health and safety issues.
  - 1.3. Uniform should be smart, clean and in a good state of repair at all times.
  - 1.4. Plympton Academy cannot be held responsible for the loss of valuable items, such as jewellery, brought in by students.
  - 1.5. Any items not adhering to this policy may be confiscated by staff.
  - 1.6. Correct uniform should be worn to and from Plympton Academy as well as on site.
  - 1.7. Under COVID19 arrangements, students will be required to attend the Academy in standard uniform on days they do not have a PE or Dance lesson and active uniform on days where they do have a PE or Dance lesson, as outlined in 2.1 and 2.2 below
2. Plympton Academy uniform consists of the following:
  - 2.1. Compulsory items (standard uniform)
    - 2.1.1. Grey Plympton Academy blazer with Plympton Academy logo
    - 2.1.2. White shirt
      - 2.1.2.1. Shirts should have buttons to the neck
      - 2.1.2.2. The top button should be done up at all times
      - 2.1.2.3. Shirts should be tucked in at all times
      - 2.1.2.4. Shirts should have no visible logos
    - 2.1.3. Plympton Academy tie
      - 2.1.3.1. Ties should always be worn at collar height
      - 2.1.3.2. Ties should be of reasonable length (five stripes visible as a minimum)
    - 2.1.4. Black trousers or Plympton Academy skirt
      - 2.1.4.1. Trousers should be plain black
      - 2.1.4.2. Trousers should be standard fit, not skin tight
      - 2.1.4.3. Trousers should run to the top of the student's shoes
      - 2.1.4.4. Black denim, chinos, tracksuits, cords or leggings are not permitted alternatives
      - 2.1.4.5. Skirts should be worn at their full length and not rolled at the waist.
    - 2.1.5. Black shoes
      - 2.1.5.1. Heels on shoes must be low
      - 2.1.5.2. All shoes must have closed toes and heels
      - 2.1.5.3. There should be no logos of any colour visible anywhere on the shoe
      - 2.1.5.4. Shoes should not have any decorative metalwork or accessories
      - 2.1.5.5. Boots, backless shoes, sandals or flip-flops should not be worn
  - 2.2. Compulsory items (active uniform)
    - 2.2.1. A-Game Polo Shirt **or** A-Game Rugby Shirt
    - 2.2.2. Black Shorts, Black Skort or Black Leggings
      - 2.2.2.1. These items can either be plain black or those provided by A-Game
      - 2.2.2.2. No large logos should be visible on any of these items of clothing
    - 2.2.3. A-Game Academy Socks
    - 2.2.4. Shoes
      - 2.2.4.1. All shoes must have closed toes and heels
  - 2.3. Optional items
    - 2.3.1. Active Uniform Additions
      - 2.3.1.1. Academy All-Weather Top
      - 2.3.1.2. Plain black baselayer
    - 2.3.2. Jewellery
      - 2.3.2.1. A maximum of two plain stud earrings in each ear
      - 2.3.2.2. A watch
    - 2.3.3. Belt
      - 2.3.3.1. Belts should be black in colour
      - 2.3.3.2. Belts must be plain
      - 2.3.3.3. Buckles should be small and unobtrusive
    - 2.3.4. Black or skin toned tights
      - 2.3.4.1. Tights must be plain, with no patterning visible

- 2.3.5. Plympton Academy V-neck jumper with Plympton Academy logo
    - 2.3.5.1. This item should be worn under the blazer
  - 2.3.6. Outdoor coat
    - 2.3.6.1. This can be worn over the blazer, but cannot be worn instead of the blazer
    - 2.3.6.2. Denim, leather or leather substitute jackets are not permitted
    - 2.3.6.3. Coats should not be worn in classrooms at any time
  - 2.3.7. Hat
    - 2.3.7.1. Dark in colour and plain
    - 2.3.7.2. Baseball caps are not permitted
    - 2.3.7.3. Hats should not be worn in classrooms at any time
  - 2.3.8. Scarf
    - 2.3.8.1. Dark in colour and plain
  - 2.3.9. Gloves
    - 2.3.9.1. Dark in colour and plain
  - 2.3.10. Headcoverings/Headscarves
    - 2.3.10.1. Headcoverings, headscarves or hijabs may be worn for religious reasons provided they are plain in design and grey or black in colour.
    - 2.3.10.2. Headcoverings, headscarves or hijabs must be removed during physical education lessons unless the Principal has given permission following confirmation (in writing) from parents/guardians that the child is post-puberty, and only then if it is close fitting.
3. Prohibited items
- 3.1. Other than the V-neck jumper outlined above, no other garment can be worn under the academy blazer over the shirt
  - 3.2. Hoodies, jumpers, sports coats or cardigans cannot be worn in place of an Outdoor coat
  - 3.3. No jewellery other than that mentioned above should be worn
4. Additional notes
- 4.1. The above may be temporarily relaxed at the discretion of the Principal in response to extremes of weather
  - 4.2. Blazers can be removed in lessons, with the permission of teachers
  - 4.3. Regular checks will take place to ensure students are following the expectations above
  - 4.4. Any items not permitted above may be confiscated by Academy staff
  - 4.5. Discreet makeup can be worn in Year 9 and above - no makeup is permissible in Year 7 or 8
  - 4.6. False eyelashes are not permitted at any time
  - 4.7. Coloured nail polish or artificial nails in any form are not permitted
  - 4.8. Nail length should be safe for sport and other associated activities
  - 4.9. Hair must be natural in colour and appropriately styled for a working environment
  - 4.10. Students frequently failing to meet the expectations outlined above may be subject to consequences laid out in the Academy behaviour policy.

## Appendix 3: COVID19 Addendum

1. Face Coverings
  - 1.1. During the COVID19 pandemic, face coverings are considered an item of compulsory uniform and must be worn correctly at all times when inside the academy buildings or during activities where social distancing cannot be maintained (such as in the case of an emergency evacuation).
  - 1.2. Face visors or shields cannot be worn as an alternative to face coverings.
  - 1.3. All students should have two face coverings with them at all times when attending the academy as well as a sealable plastic bag to store any soiled face coverings in.
  - 1.4. The academy will have a small contingency supply available for people who:
    - 1.4.1. are struggling to access a face covering
    - 1.4.2. are unable to use their face covering as it has become damp, soiled or unsafe
    - 1.4.3. have forgotten their face covering
  - 1.5. Students who have forgotten their face covering will be subject to the same processes as for any other compulsory item of uniform
  - 1.6. Exemptions
    - 1.6.1. Students may be classed as exempt from this requirement if they have a:
      - 1.6.1.1. physical impairment
      - 1.6.1.2. disability
      - 1.6.1.3. illness
      - 1.6.1.4. mental health difficulty
    - 1.6.2. Any student believing they are exempt must identify themselves as such to a member of the Academy Pastoral team.
    - 1.6.3. Any student who identifies as exempt must wear a lanyard to clearly identify this fact to the Academy community so as to ensure they are not subject to undue harassment
    - 1.6.4. In the case of an exemption from wearing a face covering, the lanyard becomes the compulsory item of uniform to replace the face covering and must be worn visibly in line with the same arrangements as outlined above in 1.1 - 1.5