BROOKE PRIORY SCHOOL

BEHAVIOUR POLICY inc EYFS

Aims and Expectations

Our School Values and Behaviour
At Brooke Priory School, our Behaviour Policy is founded upon our six core school values: **Hard Work and Resilience, Honesty, Respectfulness, Friendliness and Happiness, Teamwork, and Confidence**. These values underpin the culture of the school and shape the expectations we have for every member of our community.

Our rewards, sanctions, coaching conversations and restorative approaches are all linked directly to these values. By recognising, celebrating and reinforcing them consistently, we help pupils develop the knowledge, skills and character needed to flourish both within school and beyond.

All staff at school should be familiar with this policy, therefore simplicity is key, it should form part of induction and all staff are responsible for its implementation. Training on behaviour management and expectations are covered as part of staff meetings, briefings or INSET. The policy is reviewed and lead by SMT Pastoral.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.

Pupils' additional needs, age, disability, religious requirements and individual context/circumstances should be considered when applying the guidance within this policy. Professional judgement and reasonable adjustments are to be applied.

Brooke Priory School actively promotes Fundamental British Values through its behaviour expectations, values education, School Council, restorative approaches and pastoral curriculum. Pupils are encouraged to respect the rule of law, take responsibility for their actions, exercise individual liberty appropriately and demonstrate mutual respect and tolerance towards those with different backgrounds, faiths and beliefs.

The school actively promotes respect for all individuals, paying particular regard to the protected characteristics identified within the Equality Act 2010. Discrimination, prejudice, harassment or victimisation based on a protected characteristic will not be tolerated.

Links to our values
Hard Work and Resilience
We encourage pupils to demonstrate perseverance, determination and a positive attitude towards challenges. This policy supports pupils in learning from mistakes, accepting guidance and developing the resilience needed to overcome difficulties. Through coaching conversations, restorative approaches and recognition of sustained effort, children are encouraged to keep trying and to take pride in their achievements.
Honesty
Honesty is essential in building trust within our school community. Pupils are encouraged to be truthful about their actions, take responsibility for their choices and reflect openly on situations when things go wrong. Investigations, restorative justice and behaviour coaching all provide opportunities for pupils to demonstrate integrity and learn from their experiences.

Respectfulness
Respectfulness is at the heart of positive behaviour. Pupils are expected to show consideration towards others, listen carefully, value differences and care for the school environment. The Behaviour Policy promotes respectful relationships between pupils, staff and families, while making clear that discriminatory behaviour, bullying and disrespectful conduct are unacceptable.
Friendliness and Happiness
We aim to create a school where all pupils feel happy, safe and valued. This policy encourages children to show kindness, empathy and compassion towards their peers. Positive behaviour is recognised and celebrated, helping to foster a welcoming environment where strong friendships can develop and every child can feel a sense of belonging.
Teamwork
Teamwork is promoted throughout school life and is reflected in our House system, peer nominations, classroom recognition boards and opportunities for positions of responsibility. Pupils are encouraged to work collaboratively, support one another and recognise that their actions can have a positive impact on the wider school community.
Confidence
Children are supported to develop the confidence to make positive choices, contribute to school life and take ownership of their behaviour. Through praise, rewards, leadership opportunities and restorative conversations, pupils are encouraged to develop self-belief, independence and the confidence to act in accordance with our values, even when faced with challenges.

Our Behaviour Policy exists not only to manage behaviour but to actively teach and promote the values that define Brooke Priory School. Through consistent expectations, positive relationships, meaningful rewards and proportionate sanctions, we support pupils in becoming respectful, resilient, honest, confident and collaborative individuals who contribute positively to a happy and successful school community.

Rewards System
The school rewards good behaviour, as this will develop and embed our school values.

House Points
House points are recorded on the MIS. They are awarded for our individual school values. Each value is highlighted during the award and recording process. This re-enforces the values system.
House points contribute to the House totals which are awarded at the end of each term (based on the mean per pupil). All children from Kindergarten to Form VI are assigned to a House.
Individual scores are also kept to attain: -

25 House Points	Bronze Certificate to be presented in Celebration Assembly
50 House Points	Silver Certificate to be presented in Celebration Assembly
100 House Points	Gold Certificate to be presented in whole school assembly, along with a choice of rewards from the menu.
150 House Points	Platinum badge awarded in whole school assembly.
200 House Points	Diamond Award badge awarded in whole school assembly

Children can nominate a peer for a house point based on outstanding example of our school values.

Values Jigsaw
Teachers award a piece of the values jigsaw to a class or group of children showing the school values in an outstanding way. The jigsaw is gradually completed (12 pieces) as a school and a whole school reward would follow (to be decided by the school council). The piece of the jigsaw is presented in whole school assembly. The jigsaw is mounted up in Reception to school and depicts the school logo.

Positive Contact with Home
All staff should maintain contact with home as much as possible to celebrate achievements to foster positive relationships with parents which may include: -

- Comments in diaries.
- Speaking to parents at fixtures/car park/drop off/pick up
- Positive phone calls to parents of pupils who have worked particularly well based on feedback in staff meetings (DF to make phone calls)
- Email communication (e.g. a short note to share a positive piece of information)
- Telephone calls from class teachers.

Positions of responsibility
There are various positions of responsibility within the school. All children will be given an opportunity to assume one position during Form VI.

Player of the Day
Each lesson in Games and Physical Education two children are chosen and commended for their effort/performance. These nominations are recorded in classrooms, and a certificate is awarded each term to recognise the highest number of nominations in each year group.

Visit the Headmaster
If a child produces an outstanding piece of work (Ipsative referenced - How good it is compared to normal). The child would bring the work to the Headmaster to share, often the Headmaster will conference call families to share the experience.

Good Work Display
Each class teacher to provide 1 or 2 pieces of work each week making sure it is photocopied and is in the good work tray by the end of Wednesday afternoon. Pieces of work will be displayed and changed when appropriate. 2 house points awarded for each piece.

Pre-Prep Specific

Kindergarten and pre-prep reward system is in place to link positive behaviours linked to our value of respectfulness to a currency based system, where children gain tokens to spend at a 'shop' managed by Form VI. This system runs alongside our house points system.

The following forms of reward are used within the Pre-Prep and Kindergarten each are interchangeable and adjustable, alongside the house points attained inline wit eh Prep-Department:

- **Pictural Reward System:** Children are recognized for their excellent behaviours and demonstrations of our school values; in turn they have opportunity to move up their name up a progressive chart with associated rewards. However, there are also consequences for those children demonstrating negative behaviors, where children are placed in 'rain cloud/thunder cloud'.

- **Praise:** Verbal recognition of good behaviour, reinforcing our values.

- **Stickers:** These are individual, positive rewards in recognition of excellence relating to any aspect of Nursery/Pre-School and Pre-Prep life and are a way of reinforcing commendable effort, example and behaviour. They cannot be taken away once given.

- **Recognition by Peers**: Recognition from the children during circle time of an individual's personal kindness and other qualities such as being caring, respectful and helpful.

- **Special Helper/Monitors**: The children take turns each day to be the 'special helper'. They assist with handing out snacks at snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, relaying messages etc.

- **Table/Class Rewards:** Children earn tokens for their pot which culminate in various rewards.

- **Star of the week**: Given to a child who has followed our school values in an special way.

- **Individual reward charts**: Children receive a star which fills a chart (Horse Shoe 30 stars), certificates are awarded and children can progress onto bronze, silver, gold and platinum.

<u>Nursery and Pre-school</u>

- **Golden balloons:** for outstanding examples of the school values, children may receive a golden balloon.
- **Rainbow:** Children can be moved onto the rainbow etc if they demonstrate positive behaviour.
- **Thinking Cloud cushion:** Children can be placed onto the thinking cloud if they display unacceptable behaviour or they fail to respond to coaching. At this point children have an opportunity to reflect, return to calmness with support of the teacher.

NB: Class teachers to manage and monitor rewards. (Other staff to discuss awards with class teachers/ prior to award). All certificates for presentation at the 'Celebration Assembly' or equivalent.

Sanctions System

The sanction system aims to deter poor behaviour, protect pupils, and staff and help children improve and understand their behaviour through sanctions, reflective conversations or targeted pastoral support. Sanctions are most effective when followed up, discussed and issued with immediacy. The school rules are a set of guideline based on our values, which are constructed and refreshed each year by the school council. There are some specifics including **'no mobile phones to be in school'**, jewellery and uniform expectations.

Behaviour Recording

All significant behaviour is recorded on the MIS system (as detailed below). Each behaviour incident is recorded against a school value. This in turn allows management to look at patterns and implement intervention (Whole School/Cohort)

Logging routine:-
Complete behaviour recording sheet Behaviour Incident Recording Sheet New 26.docx – send to DF
Complete any investigation notes – send to DF
Complete a day book entry on the MIS (Poor behaviour, allocation of value)

Investigating an incident guidelines (to be considered an employed proportionately)

- Take time to investigate to an appropriate level.
- Ask open questions (what happened? Why did it happen? Is there anything else you think I should know?)
- Ask for witnesses
- Record notes.

Any behaviour construed as bullying (to include child on child abuse) must be recorded on the bullying report form. Child on child abuse should be referred to the DSL, who in turn will refer to local agencies where it gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'

Low level behaviour strategies

These are picked up in class by any member of staff. The key is to make sure all incidents of this nature are highlighted and addressed. See the list of unexhaustive list of strategies. *Staff have the flexibility to progress coaching in a child's own time if they feel it is appropriate.*

Exemplar behaviours	Corrective strategies
Talking in class. Talking in assembly Low level disruptive behaviour Disrespectful to staff Disrespectful to others Disrespecting property Lack of effort Uniform infringement Selfish behaviour	Teacher positioning 'Quiet word' in class/at an appropriate time. Commending corrective behaviour modelled. Catching the child doing the right thing. Movement of chair. Values conversation. Corrective comment to class/individual. (awareness of social impacts to be considered) Recognition board (class focus on a common issue)
Routine: ***1. Warn/highlight issue to child.*** ***2. Implement corrective strategy(s)*** ***3. No improvement (time related) (record on system) follow sanctions chain.***	

Recognition Board

If there is a class trend of a particular behaviour or focus on a value is required, a recognition board can be set up. This allows children to focus on a positive behaviour, recognise its importance and work as a group to improve the learning environment. This is an approach to developing a positive classroom culture.
E.g.
Issue: Many children in the class slow to settle at the beginning of the lesson.
Target on the board to be discussed: 'make a great start to the lesson'

When an individual shows this behaviour, write their name/tag on the board. Class collective approach, peer nominations can be made, spot children doing the right thing. Praise and conversations about the impacts on the children is suitable reward. Children shouldn't be rubbed off the board for a different behaviour.

Recorded Sanctions

These will be recorded on MIS as they are higher-level/consistent incidents categorised by our values or bullying.

This will only act as a guide and circumstances should be considered (previous incidents of this nature, motivation, state of mind, mental health, intent, context)

Sanction	**Coaching in own time/Positive sanctions/Teacher feedback to parent**	**Play time missed to administer restorative justice/Coaching/Parent contact (SMT)**	**Restorative Justice/Possible event missed/parent in**	**Short term removal from classroom (working in general area for an element of lesson)**
Exemplar behaviour.	Failure to comply with basic expectations following teacher intervention from table above. Behaviour in the judgement of a member of staff warrants immediate escalation to coaching in own time.	Repeated failure to comply with basic expectations. Lower level, thoughtless, uneducated comments re: Protected characteristics. Fighting/physical fall outs	Bullying (intentional/repeated harassment of others) Deliberate physical aggression e.g. Punching and kicking (one way)	If a child is repeatedly disrupting the learning of others in despite NB: This should be proportionate and give an opportunity for coaching, continuation of study, time limited. support/warning.
	Report/Behaviour Plan	**Internal Exclusion**	**Temporary Exclusion**	**Permanent Exclusion**
Exemplar behaviour.	Continual/repeated behavioural issues in class as recorded on the MIS. Continual/repeated behavioural issues in free time as recorded on the MIS	Serious isolated infringements of higher level. E.g. racist abuse Continued offences following other sanctions.	½ day to a maximum of 2 days. Temporary exclusions can total a maximum of 45 days per child in a single year. Can be sections of days to target 'problem areas'. Repeat of previous offenses listed above following sanctions (Internal exclusions) and discussions with parents.	No improvement in behaviour or repeated behaviours following a temporary exclusion.

Positive Sanctions

In order to learn from mistakes and for negative behaviour to have a positive impact on the school community, playtimes/lunchtime that are missed should where possible involve the perpetrator completing tasks that would benefit the school. Examples of this include: -

- Supporting a member of staff with administration.
- Discussion/Coaching (often resulting in an apology)
- Playtime support with the younger children with shoes and coats.
- Supporting PE staff with equipment preparation.
- Supporting a younger child with work.
- Reading to a group.
- Team building exercise.
- Writing a letter to the teacher/child.
- Supporting a teacher making the damage/situation better. (E.g. Cleaning it up)

Coaching Card/Behaviour Plan

These documents can be used to work with children and families to target specific aspects of repeated behaviour. They should:-

- Act as a next step after continued repeated beahviour patterns.
- Be shared with staff for cohesive support.
- Be shared with parents for consistent messaging.
- Allow opportunity for review.
- Be selected and adapted to suit the needs of the child.

Exclusions

The Headmaster can use professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. When investigating the Headmaster can use 'On the balance of probability' rather than 'beyond reasonable doubt'. Examples of high-level behaviours that may lead to an exclusion of any type are:

· Theft

· Bullying, including intentionally using an individual protected characteristics against another child. E.g sex, race, religion/belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity. *For further details on Bullying including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying see the anti-bullying policy.*

· Physical assault/ threatening behaviour/verbal abuse towards pupils or staff

· Fighting

· Sexual harassment

· Racist, sexist, sexual orientation, gender reassignment, disability abuse

· Damage to property

· Persistent disruptive behaviour

· Child on child abuse report to go to DSL (prevention measures include worry boxes, Identifying safe/unsafe spaces, positive culture in school, zero tolerance approach to misogynistic behaviour, effective supervision at playtime/changing, consideration given to unsupervised elements of the day, clear sanctions and rewards)

NB: Inappropriate online behaviour including bullying, the use of inappropriate language, sharing of nude or semi nude images and videos should be treated in the same way as offline behaviour. Pupils behaviour outside of school can be considered as grounds for exclusion of any type.

The decision to exclude a pupil either internally, temporarily or permeant for persistent lower-level infringements will be made by the Headmaster after numerous meetings with the child, parents and other relevant parties have been had, original sanctions and preventative measures have been used to no effect and all other disciplinary options have been exhausted or if the individual incident is high level as indicated above. Parents, social worker (if applicable) and the Local Authority should be informed should a child be excluded.

Guidance for action beyond the scope of this document should be sought from *The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. September 2022.*

Suspected Criminal Behaviour
When the schools suspect criminal behaviour, an initial investigation and assessment should take place in order to gather the facts and decide whether to report to the police.

Searching
Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:
• knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations: • tobacco and cigarette papers; • fireworks; and • pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Parents will be informed of actions. If the pupil refuses to co-operate in a serach, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, the Headmaster or DSL should always be consulted prior to this stage.

Additional guidance beyond the scope of this policy can be found through DfE *Searching, Screening and Confiscation Advice for schools July 2022*

Adjustments and Considerations
Reasonable adjustments should be made for children with special educational needs throughout all aspects of school life. These may include different routines, support and sanctions/follow up.

Restorative Justice
Restorative justice can play a major part in the reflection of any significant incident and may be used if the staff feel appropriate. This process involves the offending child and the victim (if there is one) are brought together to restore the harmony between the parties. Here, direct mediation and conflict resolution between should be led by a member of staff. It holds the offender accountable to the other parties while also providing the offender with learning experiences.
Questions such as:

- How did it make you feel? (Victim)
- How do you feel now (Perpetrator)
- What would you have done differently (Both)
- How can you make sure this doesn't happen again (Both)
- What impact might it have on others. (Perpetrator)
- What can you do to make tomorrow/this afternoon a success? (Both)

Pastoral Support
Following and incident or if a staff member considers it appropriate as a preventative measure (e.g. if there has been trigger for poor behaviour) staff should give pastoral support to a child. This may include:-

- Checking in with the child throughout the day.
- Coaching with a child.
- Praise such as catching the child doing 'the right thing'.
- Reintegration strategies such as meetings with parents, the child or additional support.
- Persistent absence or poor attendance may indicate unmet pastoral, safeguarding or behavioural needs. Where appropriate, attendance information will be considered alongside behaviour records to identify pupils requiring additional support.

Corporal punishment should not be used. The school maintains a separate Restrictive Intervention Policy outlining procedures for the use of reasonable force, restraint and seclusion, including recording and reporting requirements in accordance with current legislation and Independent School Standards.

With serious concerns about a pupil's behaviour consideration should be given to whether a multi-agency assessment should be completed.

Jurisdiction of the policy
Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:
• when taking part in any school-organised or school-related activity;
• when travelling to or from school;
• when wearing school uniform;
• when in some other way identifiable as a pupil at the school;
• that could have repercussions for the orderly running of the school;
• that poses a threat to another pupil; or
• that could adversely affect the reputation of the school.

The Role of the Key Person/Class Teacher
Children are made familiar with standards of conduct required by the school through PSHE, Form time and assemblies

The class teachers/key person in our school have high expectations of the children in terms of both lessons and general behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers treat each child fairly, with respect and understanding, through the school values system.

If a child misbehaves repeatedly in class, the class teacher should employ the sanctions as detailed above.

We encourage teacher's/keyperson to have positive communication with parents and families to support positive behaviour.

The Role of the Headmaster
SMT Pastoral (Head) keeps records of all reported serious incidents of misbehaviour.

SMT Pastoral (Head) will design, implement and train staff appropriately in all aspects of behaviour management (Rewards and sanctions) to ensure consistency.

The Headmaster is responsible for the behaviour management, health, safety and welfare of the whole school, through support of the SMT Team.

The Headmaster supports the staff by implementing the policy and by setting the standards of behaviour.

The Headmaster will strive to resolve serious behavioural problems through discussions with the child and parents, and in conjunction with the class teacher. He has, however, the ultimate responsibility for internal, temporary or permanent exclusions of a child.

The Role of Parents
We state the school values on the school's website, homework diaries, and in every classroom. We expect parents to read these and support them.

We expect parents to support their child's learning and behaviour within Brooke Priory's ethos. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented following the procedures laid out in the school's Complaints Policy.

Managing Pupils Transitions
As the pupil progresses through Brooke Priory School, any records of behaviour are shared with their new teacher.

Monitoring
Pastoral SMT (Head) monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments using staff feedback and advice. Records of serious behavioural incidents and associated sanctions will be retained centrally and monitored by SMT. These records will be analysed regularly to identify patterns, emerging concerns and required interventions.

All serious incidents are reported to the class teacher. Records are kept on the MIS. Pastoral SMT will record incidents of a very serious nature when it is expected there will be follow up action. Patterns of behaviour are monitored to establish 'bullying' and any infringements relating to protected characteristics in order to influence future actions and whole school interventions. E.g. whole school assembly on respectfulness. Behaviour patterns can be analysed on an individual or whole school level. These can be considered when; reviewing this policy, selecting values of the half term or staff training.

Review

Pastoral SMT reviews this policy every year. He may, however, review the policy earlier than this, if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Brooke Priory Behaviour Report Form		
Date: **Value:**	**Pupil Name**	**Class**
Staff Chain:		

Incident:

Other pupils involved:
Investigation details (Use additional sheet if required):

Action pathway Looking at the **Recorded Sanctions table (page 7)**: **(sanctions/parent contact/adjustments/interventions)**	**Date actioned + staff**
Immediate actions **Sanction** **Follow-up required**	

Review (date):

Exemplar: Report and Coaching Card

Name: Date:	Values Focus:
What successful behaviour looks like:	
Lesson feedback (Hand to teacher at the start)	Coaching from class teacher to prepare for tomorrow.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Next steps: -

1. Consecutive weeks with no progression or worsening behavior will result in an internal isolation.
2. External exclusion from school.
3. Permanent exclusion from school.

Behaviour Plan:

Name:	**Year Group:**	**Class Teacher:**
Key Issues:		
What has worked well so far:		
Target	**Strategy**	**Review (date)**
Target	**Strategy**	**Review (date)**
Target	**Strategy**	**Review (date)**

Behaviour Reflection Sheet **Name:** **Form:** **Date:**

To be completed as soon as possible after the incident, ideally the same day as long as the child is 'level'/composed enough to do so. Write in one colour to show what happened, put in another colour what you could do differently next time (Part's 1-3).

4. Resolution:

How can you make it better/Positive sanctions?

3. Reactions:

How did you react/behave?

2. Feelings:

How did you feel?

1. Experience:

What was the experience/What happened?

Restorative Justice

Names:

- How did it make you feel? (Victim)

- How do you feel now (Perpetrator)

- What would you have done differently (Both)

- How can you make sure this doesn't happen again (Both)

- What impact might it have on others. (Perpetrator)

- What can you do to make tomorrow/this afternoon a success? (Both)

BROOKE PRIORY SCHOOL

Bullying Incident Report

(To include Child on Child abuse/Sexual Harassment-Violence)

Protected Characteristics (Highlight): gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

DATE:	
TIME:	
THOSE INVOLVED:	
STAFF DEALING WITH INCIDENT:	
FULL DETAILS: Continued on attached sheet yes/no	
OUTCOMES:	
CLASS TEACHER INFORMED:	DATE:
PARENTS INFORMED:	DATE:
MONITORING STRATEGY:	
REVIEW:	
This report must be handed to the Headmaster: Signed by person dealing with incident:	DATE:
Received by Headmaster: Signed:	DATE:

Brooke Priory School Rules

At Brooke Priory, we pride ourselves on 'Being the best we can be'. Our school rules are simply to follow our school values. Our School Council have developed these to make Brooke Priory a happy and safe place for everyone to enjoy.

Respectfulness: Be respectful to everyone in the school community and everything in the school.

Hard work & Resilience: Always try your hardest and never give up even when things get tough.

Teamwork: Always try to work well with others and value them.

Friendliness & Happiness: Treat others in the way you would like to be treated yourself.

Honesty: Always tell the truth and be honest with yourself.

Confidence: We are all different, try and step up to have a go.

Dress Code

- A clean, named school uniform should be worn at all times.
- Shirts must be tucked in.
- Shoes must be clean.
- Hair must be tied back or worn with a red coloured hair band if below the collar and also clear of the face.
- No jewellery or nail varnish may be worn other than one simple stud earring in each ear, however, these must be removed for all physical activities. Any lip cream should be clear/matt.
- Smart devices (E.g. Mobile phones, smart watches etc) must not be brought into school.

Updated 01.07.26