

## **Behaviour & Uniform Policy**

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## **Behaviour & Uniform Policy**

### **1. Ethos**

Excellence, Unity, and No Excuses

Our ethos underpins all aspects of behaviour and learning. We expect high standards, mutual respect, and responsibility from every member of our community.

### **2. This policy must be read in conjunction with:**

- Mossbourne Federation Child Protection & Safeguarding Policy
- Keeping Children Safe in Education 2024 Parts 1 & 5
- Mossbourne Federation Whistle Blowing Policy
- Attendance Policy
- Equalities Policy

### **3. Aims & Objectives**

Expected behaviours are necessary to create a calm and purposeful environment in which all members of the academy feel safe and secure.

This policy aims to:

- Maintain a calm, purposeful and safe environment where learning is the norm;
- Foster positive attitudes where achievements are valued and emphasised;
- Encourage independence and self-discipline so that pupils accept responsibility for their actions;
- Support pupils to articulate their feelings and emotions and support them to self-regulate;
- Raise self-esteem and build resilient learners;
- Provide positive experiences for overcoming adversity and building resilience;
- Promote positive mental health and wellbeing;
- Engender a sense of belonging, community and common purpose;
- Support pupils to reach their full potential and access help when needed;
- Provide clear boundaries for acceptable behaviours to ensure physical and emotional safety;
- Sustain an environment where bullying, peer-on-peer abuse or discrimination are not tolerated;
- Prepare learners for life in modern Britain and develop an understanding of British values;
- Develop an understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

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#### 4. Teaching expected behaviours

We believe that the promotion of expected behaviour helps pupils to develop the following:

- Positive self-image and self-esteem;
- Reflection and self-regulation;
- Independence and organisation;
- Motivation and attention;
- Honesty and empathy;
- Respect, co-operation and communication;
- Integrity and
- Determination and resilience.

All staff have a responsibility to actively help pupils develop expected behaviours. They are taught during PSHE, assemblies, within the classroom, and throughout the academy day by:

- Modelling the behaviours directly;
- Setting appropriate boundaries for pupils' behaviour;
- Showing empathy and understanding for all;
- Listening to pupils;
- Showing attention to every detail in the academy day;
- Adhering to the set routine for each part of the academy day;
- Showing respect and understanding to everyone in the academy community;
- Providing feedback in an informative way to pupils;
- Using positive consequences to encourage the learning of appropriate behaviour and
- Using negative consequences to discourage the learning of inappropriate behaviour;

#### 5. Values & Golden Rules

In line with our ethos of excellence, unity and no excuses we have core values, that we use to guide our learning behaviours. These values are called our PRIDE values and are at the heart of the academy golden rules.

These are:

**Positivity:** We show enthusiasm in all we do

**Respect:** We use kind words and actions

**Integrity:** We are honest and take responsibility

**Determination:** We work hard and never give up

**Empathy:** We listen and are considerate of others

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All staff are explicit about the expected behaviours that result in positive consequences and the unexpected behaviours that result in negative consequences.

## **6. Consequences for expected behaviours (praise & rewards)**

Pupils are encouraged to behave well and work hard and to be intrinsically motivated. Staff build strong relationships with each child in order to foster a sense of pride in their individual achievements. Whilst our aim is that pupils work and behave well for the pleasure of the task and to be intrinsically motivated, we recognise that rewards are sometimes necessary and appropriate.

The following rewards are used:

- House points;
- Traffic light systems, charts;
- Positive feedback, verbal and non-verbal;
- Specific praise, group cheers and celebrations;
- Showing and displaying work;
- Stickers, reward charts, certificates;
- Award of the week;
- Communication with parents/carers;
- Celebration assemblies and linked rewards;

## **7. Consequences for unexpected behaviours (sanctions and interventions)**

A range of consequences (sanctions and interventions) exist, and care is taken to apply the sanction and/or intervention most appropriate to the pupil concerned and the nature of the unexpected behaviour.

These include but are not limited to:

- Verbal warnings;
- Verbal reprimands;
- Moving a pupil's position in class;
- Time out;
- Withdrawing other privileges e.g. playing football at lunch time;
- Detentions;
- Informing parents/carers by letter, phone call or inviting parents/carers to a meeting;
- Referral to the Senior or Middle Leadership Team;
- Removing a pupil from a specific lesson or event for a period of time;
- Referral to the Central Time Out Zone (CTO);
- Behaviour Support Plans and/ or Pastoral Support Plans and
- Fixed term suspensions or permanent exclusion.

If a pupil shows an unexpected behaviour, staff use the following process as guidance to ensure consistency of support and response:

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- A non-verbal signal to stop the unexpected behaviour, and change it to the expected behaviour;
- A verbal warning to adjust and change the behaviour;
- Reminder of the expected behaviour and movement of pupil's name to amber. Pupil's name is moved back to green when the behaviour changes to expected;
- Pupil's name is moved to red if the unexpected behaviour persists. 'Time Out' is the consequence and the incident is recorded.
- If the unexpected behaviour persists after the first and subsequent timeouts:
  - a. Pupil is removed to the parallel class for a 'Time Out';
  - b. Pupil is taken to the CTO by designated member of staff;
  - c. Pupil is referred to the Phase Leader/Behaviour Lead who makes a decision on the most appropriate action in conjunction with the Principal or Head of School.

## **8. Central Timeout Zone - CTO**

The CTO serves as a structured, restorative space for pupils who exhibit persistent disruptive behaviour or engage in serious unacceptable behaviours. The CTO is designed to:

- Interrupt negative behaviour cycles and allow time for reflection.
- Support emotional regulation and restoration of relationships.
- Provide consistency and consequence for escalating behaviours.
- Provide a clear boundary for unacceptable behaviours.
- Ensure classroom learning remains calm, safe, and uninterrupted.

Pupils will be accompanied by an adult to the CTO after two timeouts or if a single serious behaviour (e.g. swearing, throwing items, hurting others, damaging property) has occurred, warranting immediate CTO referral.

## **9. Detentions**

The sanction of detention at break times and/or lunchtimes may be applied. Detentions may take place in the CTO or other appropriate spaces in the academy. Detentions are authorised only by the Senior Leadership Team and maybe given for the following reasons:

<b>Reason</b>	<b>Year Groups</b>	<b>Time</b>
Poor and persistent punctuality	Y5-Y6	15 minutes at lunchtime
After every 6 behaviour points in a half term	Y1-Y2	Playtime detention
After every 6 behaviour points in a half term	Y3-6	30 minutes at lunchtime
For every further 6 points in a half term	Y3-Y6	Full lunchtime Detention
A serious single incident	Y1-Y6	Full lunchtime Detention
Non-compliance with transition expectations	Y1-Y2	5 minutes at play

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Non-compliance with transitions expectations	Y3-Y6	Playtime detention
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## 10. Recording incidents

Incidents are recorded to track and analyse the cause. Each incident equates to a behaviour point. The data is used to support pupils, report to parents and professionals, plan provisions and interventions and organise detentions.

Parents are updated regularly, if a behaviour is more serious, parents will be informed immediately.

## 11. Behaviour Support Plans (BSPs)

These plans are to improve and support the behaviour of pupils

### Stage 1 (6+ behaviour points in a half term)

Class Teachers inform Parents/Carers that their child's behaviour is causing concern. They discuss what the concerns are and how to move forward.

### Stage 2 (12 + behaviour points in a half term)

Additional meeting between the Parents/Carers & Class Teacher to set up pre-BSP targets for review. If the behaviour does not improve, move to Stage 3.

### Stage 3 (18 + behaviour points in a half term)

Meeting between the Phase Leader, Class teacher and parents/carers to create BSP targets. To be review 4-6 weeks.

### Stage 4 (24+ behaviour points in a half term)

Meeting between Behaviour Lead and /or Phase Leader, Class Teacher, Parent/Carers and SENCO if required and referrals to additional professionals e.g Educational psychologist, ASpace , REU.

### Stage 5 (30+ behaviour points in a half term)

Head of school/ Principal, Behaviour Lead and/or Phase Lead and SENCO (if required) to meet with parents/carers to review BSP and any other support provided to ensure all avenues have been explored.

Where appropriate, the pupil should be included in the BSP process.

## 12. Pastoral Support Plan

Pupils in danger of suspension or exclusion may be referred for support from external agencies and may be put onto a Pastoral Support Plan in accordance with advice or a BSP.

## 13. Internal Supervision

A pupil may be placed under internal adult supervision (in the CTO or SLT Offices) in response to a single serious incident, repeated unexpected behaviours, or as part of the reintegration process following a fixed term suspension or as part of an agreed Behaviour Support Plan. Appropriate work will be provided by the teacher. Only the Principal/ Head of School or Vice Principal may authorise the placing of a pupil under adult supervision outside of class.

## 14. Playtimes

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It is essential that all pupils engage in play appropriate for their age and have positive interactions with their peers. There is a range of equipment and spaces available to pupils. Staff monitor the playground and are proactive in redirecting pupils, supporting and facilitating play.

Pupils are given a warning if displaying unexpected behaviours, if the unexpected behaviour continues the pupil receives a time out as a consequence. Staff log the incident on Progress Teaching.

## **15. Exclusions & Suspensions**

Mossbourne Primary Academies are committed to inclusion. However, the Governing Body recognises that the Executive Principal, Head of School or Designated Senior Leader may feel that suspension or permanent exclusion is an appropriate response to a situation, or action, on the part of a pupil; this may be as a result of a single serious breach of the academy rules or as a result of the exhaustion of all other strategies put in place to support positive behaviour.

The DfE recognises that suspensions and permanent exclusions are essential behaviour management tools and can be used to establish high standards of behaviour.

The decision to suspend or permanently exclude any pupil will always be lawful, reasonable and fair.

This Policy should be considered alongside all Department for Education guidance including the Education Act 2002/2011 and Keeping Children Safe in Education.

### **15.1 Key Principles**

The decision to suspend or permanently exclude a pupil may be taken in the following circumstance;

- in response to a single serious incident or persistent breaches of the Behaviour Policy and if allowing the pupil to remain in the academy would harm the education or welfare of the pupil or others at the academy such as staff or other pupils.

Suspension or permanent exclusion is an extreme sanction and is only available to be administered by the Executive Principal, Principal or Head of School (or in their absence, the person appointed to carry out their duties).

Suspension and permanent exclusion is not an appropriate sanction for minor incidents but may be used for:

- Verbal abuse to staff and others;
- Verbal abuse to pupil;
- Physical abuse to, or attacks on, staff;
- Physical abuse to, or attacks on, a fellow pupil;
- Threatening or harassing behaviour;
- Bullying and cyberbullying;
- Indecent behaviour;
- Damage to property;
- Persistent disruptive behaviour as a result of not following instructions;
- Behaviour which threatens the smooth running of the Academy;

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- Being in possession of contraband items;
- Bringing weapons (or an item for which the intended purpose is that of a weapon) of any description into the Academy.

The list above is neither exhaustive nor is it prescriptive. Each behaviour/ incident is judged individually, and the context of the behaviour will always be taken into account.

Most suspensions are for a short duration (usually between one and five days). Department of Education regulations allow the Principal to suspend a student for one or more fixed periods, not exceeding 45 academy days, in any one academic year.

### 15.2 Factors to be Considered Before Suspension or Permanent Exclusion

Suspension or permanent exclusion will not be imposed without due consideration unless there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to suspend or exclude a student the Principal will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account the Academy's Behaviour, Uniform and Appearance and Attendance Policy;
- If appropriate, allow the student to give their version of events – though the Academy recognises that this may not always be appropriate;
- Check whether the incident may have been produced for example by harassment (this includes bullying) and
- Consult with others, if necessary.
- Consider the civil standard of proof i.e. on the balance of probabilities
- Consider whether there are any mitigating individual or contextual needs which impacted the course of events.
- Consider if there is an alternative course of action. If the Principal is satisfied that on the balance of probabilities that the student did what they are alleged to have done, suspension or permanent exclusion will be the outcome.

### 15.3 Alternatives to Suspension and Permanent Exclusion

The Academy does use alternative strategies to suspension and permanent exclusion and these are included in section 14 of this policy – 'Use of Sanctions'.

### 15.4 Procedures

The details of any suspension or permanent exclusion will be shared via the agreed communication platform. The information provided will include the reason for suspension or permanent exclusion, the dates the student is suspended or the date the permanent exclusion begins, how work or alternative provision will be provided and ways in which parents can seek support.

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### 15.5 Suspensions

- Following the decision to suspend, parents are contacted immediately, where possible.
- In cases where a student is a Looked After Child the social worker and the virtual school will be notified as soon as possible.
- If applicable, the allocated social worker will be notified as soon as possible
- A letter will be sent via the agreed communication platform, giving details of the suspension and the date the suspension ends.
- Parents/Carers have a right to make representations to the Governing Body, as directed in the letter.
- A reinstatement meeting will be held following the expiry of the suspension.
- Following a suspension it is usual practice for students not to return to mainstream lessons, but to learn in a separate room with adult supervision for an appropriate period to support a successful reintegration
- A wide range of supportive mechanisms, for example, report or Behaviour Support Plans, may be considered as a strategy to help students modify the behaviour which had led to suspension.

### 15.6 Permanent Exclusion

- Permanent exclusion may be applied in response to a serious breach or persistent breaches of the behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.
- The decision to exclude a student permanently is a serious one. It could be the formal step in a process for dealing with disciplinary offences after a wide range of other strategies have been used without success. It is an acknowledgement that persistent breaches of the Academy Behaviour Policy have occurred, that all available strategies have been exhausted and the permanent exclusion is a last resort.
- Permanent exclusion might follow (for example) persistent and defiant misbehaviour including harassment (which would include bullying).
- There are exceptional circumstances where it is appropriate to permanently exclude a student for a first or 'one off' serious breach of the Behaviour Policy. These might include:
  - o Serious actual or threatened violence against another student or a member of staff;
  - o Sexual abuse or assault;
  - o Possessing or supplying an illegal drug either in Academy uniform or on the Academy site;
  - o Carrying an offensive weapon or item which could be construed as a weapon and is carried for such a purpose;
  - o Using an item as a weapon;
  - o Arson
  - o Failing to follow the instruction of a member of staff that jeopardises their own safety or the safety of others
- The Academy may consider external agency involvement for any of the above offences.

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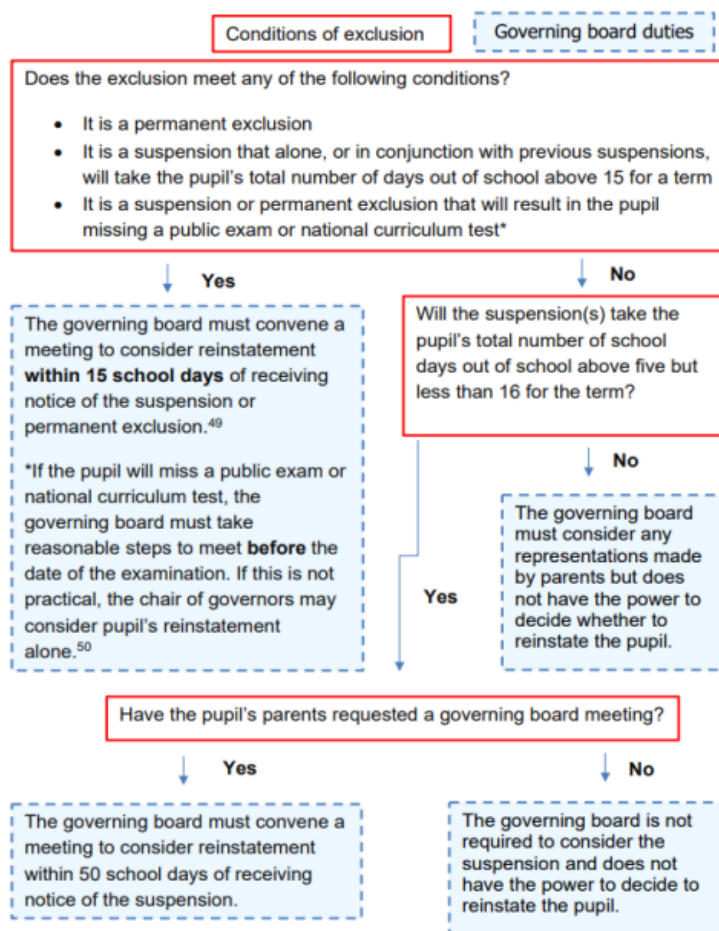
- These instances are not exhaustive but indicate the severity of such breaches and the fact that such behaviour seriously affects the smooth running of the Academy and jeopardises the well-being of the Academy community including the health and safety of all staff and fellow students.
- Following the decision to permanently exclude, parents are contacted immediately, where possible and in most cases will be invited to meet with senior staff.
- In cases where a student is a Looked After Child the social worker and the virtual school will be notified as soon as possible.
- In cases where the student has one, the social worker will be notified as soon as possible.
- A letter will be sent via the agreed communication system, giving details of the exclusion.
- Parents/Carers have a right to make representations to the Governing Body, as directed in the letter.
- Governors will endeavour to meet within 15 academy days from the point of notification, to review the permanent exclusion.

### 15.7 The Review of Suspensions and Exclusions

- The Principal may cancel any suspension or exclusion that has already begun but this should only be done where the suspension or exclusion has not yet been reviewed by the Governing Body.
- The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all suspensions that would lead to a student being excluded for over 15 days in a term or when a suspension means that a student will miss a public examination.
- In the case of 15 days suspension in one term, the Governors will consider reinstatement of the student within 15 days of the Governors receiving notice of the suspension.
- In the case of suspension taking a pupil out of the academy for 15 days or less in a term but above 5 days, the governing board will consider any representations made by the parent, should the parent wish to make them, within 50 academy days of receiving notice of the suspension.
- In the case of suspension taking a pupil out of the Academy for 5 or less days in a term, the governing board is not required to consider the suspension and does not have the power to reinstate the pupil.
- Requests that Governors consider reinstatement from a suspension must be made within 15 days of the first day of suspension.

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### A summary of the governing board's duties to review the headteacher's exclusion decision



## 16. Pupils' conduct outside the Academy

This policy applies to all pupils. Some examples of when this policy will apply are:

- Academy trips;
- Sports fixtures;
- Independent walkers;
- Online actions;
- When a pupil is wearing the academy uniform.

The above list is illustrative and is not exhaustive.

For behaviour outside the Academy, the Executive Principal, Head of School or Designated Senior Leader may apply a consequence, detention or suspend or permanently exclude a pupil if there is a clear link between behaviour and the maintenance of good behaviour and discipline among the pupil body as a whole.

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If the pupil's behaviour in the immediate vicinity of the academy or on a journey to and from the Academy is poor and meets the criteria for a consequence, detention, suspension or permanent exclusion then the Principal or Designated Senior Leader may decide to apply this, especially where it brings the academy's reputation into disrepute.

### **17. Searching Pupils**

Staff can search pupils with their consent for any item which is banned. Staff have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons or any illegal item.

### **18. Use of Reasonable Force**

Staff have the power to use reasonable force or positive handling to prevent pupils injuring themselves or others, severely disrupting the smooth running of the academy or damaging property. Most situations can be resolved without the need for physical intervention and this would only be used as a last resort.

### **19. Pupils with SEND**

This behaviour policy acknowledges the academy's legal responsibilities under the Equality Act 2010 in respect to pupils with SEND and makes reasonable, appropriate and flexible adjustment for pupils with a disability where needed and appropriate.

### **20. Staff Responsibilities**

- To establish positive routines and habits
- To treat all pupils fairly and with respect
- To help all pupils to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To adapt the curriculum to ensure access for all
- To create a safe and positive environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a positive role model
- To form positive relationships with parents and pupils
- To recognise and value the strengths of all pupils
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the academy's behaviour policy and ethos

### **21. Parents' Responsibilities**

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the academy's policy through the following:

- Make children aware of the expected behaviours, and discourage unexpected behaviours;
- Encourage independence, self-regulation and self-discipline;
- Show an interest in all their child does at the academy;
- Discuss with the academy their concerns and to listen to alternative views;

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- Support the academy in implementing this policy and
- Be aware of the academy's rules and values.

## **22. Pupil's Responsibilities**

- Enact the academy values and follow the rules;
- Work hard, do their best, and never give up;
- Strive for independence and self-discipline;
- Contribute to their own learning;
- Treat others, their belongings and the environment with respect;
- Show consideration for others;
- Consider the effects of their actions;
- Learn to regulate their emotions;
- Accept support and help from adults and
- Accept and respect the authority of staff in the academy.

## **23. Uniform**

The academy uniform is compulsory from Nursery to Year 6. The uniform expectations are aligned with the Department for Education's Guidance on School Uniform (September 2013) in which the DfE strongly encourage schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

23.1 There are five objectives behind the academy's uniform:

1. Equality
2. Unity
3. Wellbeing
4. Self-Discipline and Respect
5. Excellent Outcomes

### **23.2 Equality**

Having a uniform removes the potential for socio-economic and cultural divisions. Uniform thereby fosters an egalitarian culture in the academy. It places pupils from a range of backgrounds on a level footing amongst peers from their first day on roll.

### **23.3 Unity**

Having a uniform creates a sense of belonging. It reduces superficial distractions thereby creating a sense of unity and purpose in the classroom, in the playground and when travelling to and from the Academy. As a result, pupils feel proud to be a 'Mossbournian' and want to represent themselves and the Academy in the best possible light.

### **23.4 Well-being**

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Having a uniform makes it possible for pupils to build relationships through genuine interests rather than popularity. Pupils' self-confidence is increased when they do not feel pressured to wear certain types of clothes or footwear and the opportunities for bullying are reduced. Pupils are valued for their character rather than appearance.

### **23.5 Self Discipline & Respect**

Having a uniform means that pupils engage with their education before they even arrive at the gates. It requires self-discipline and organisation to consistently adhere to any policy, daily, and the self-discipline becomes habitual and is gradually transferred to other aspects of education, including secondary schools and sports.

### **23.6 Excellent Outcomes**

Having a uniform, leads to excellent outcomes because the collective focus is on teaching and learning; potential distractions have been removed from the classroom environment and time is not lost dealing with potential distractions.

### **23.7 Uniform Expectations**

- It is expected that all pupils will travel to and from the Academy every day in uniform giving the clear message that our pupils take pride in belonging to the Academy.
- Any pupil who breaks a condition of the Uniform Expectations will receive a warning then a consequence.
- Underclothing, including thermals and vests, must not be noticeable.
- No make-up or nail varnish may be worn. Lip balm can be used but must not alter the natural appearance of the lips and must never be applied during lessons.
- Pupils may not write or draw on their skin, this includes having temporary tattoos that are visible.
- The Principal/Head of School has ultimate discretion in establishing what is and is not acceptable.

The Academy's uniform supplier is: Crossbow Schoolwear Trutex 6D Sheep Lane, London E8 4QS

### **23.8 Uniform**

- Academy jumper or cardigan (with the logo)
- White polo shirt (with or without the logo)
- Grey trousers, grey skirts or dress
- Grey socks or grey tights
- All black shoes
- 'Gold colour' or 'silver colour' plain stud earrings
- Plain coats, hats, gloves and scarves, preferably a dark colour
- Years Nursery – Year 2 Academy Book Bag

### **23.9 PE Uniform**

- Black shorts, tracksuit trousers or leggings
- Academy PE t-shirt
- Mainly black trainers

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- Grey or white Socks

### **23.10 Optional Variations**

- Academy checked dress with white socks
- Black sandals (must be secure with backs)

## **24. Training & Continuous Professional Development (CPD)**

In keeping with the academy's development plan, training needs will be identified and addressed within the academy's financial constraints. In addition, we ensure that staff are made aware of and participate fully in all relevant CPD, INSET, and external training opportunities as well as acting on the advice of external professionals.

## **25. Monitoring**

This policy is reviewed annually.

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