

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (initials):	RN
Committee Monitor:	Education



STOVER SCHOOL

Behaviour Policy (Whole School)

Independent Day and Boarding School for Girls and Boys aged 3 to 18 years

Stover School

July 2008
Reviewed Sept 2023

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1. INTRODUCTION

This policy applies to all pupils whilst in the care of Stover School, to include provision before and after school, trips and activities and the Boarding provision. The school will reflect the DfE's Behaviour in Schools – advice for Headteacher and school staff September 2022.

The policy should be read in conjunction with the Anti-Bullying and Equal Opportunities policy.

Stover School does not use corporal punishment or the threat of corporal punishment as a sanction.

It is the policy of Stover School that everyone, children and adults, are entitled to mutual respect, courtesy and consideration within a caring and safe environment. We believe that fostering behaviour which promotes positive personal and social skills, is crucial to effective learning.

At Stover School we aim to:

- encourage pupils to take responsibility for their own standards of behaviour
- create a caring, family atmosphere in which learning and play can take place in a safe and happy environment
- encourage the highest standards of behaviour by providing a range of rewards for children of all ages and abilities
- treat problems, when they occur, in a positive, caring and sympathetic manner in the hope of achieving an improvement in behaviour
- deal with repeated or serious misconduct firmly, applying fitting sanctions as necessary in order to bring about a change in behaviour.

We believe that all children should be respected as individuals and have the right to be treated with fairness.

Praise and encouragement will be used as often as possible to reward children's behaviour and attitudes.

Stover School is an inclusive community. We welcome a diverse range of pupils and promote good behaviour while fully respecting all protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race including colour, nationality, ethnicity or national origin, religion or belief, sex and sexual orientation).

We treat everyone as an individual, promoting good behaviour while making reasonable adjustment for any special need or disability. This might include allowing a pupil with attention deficit to use a 'fiddle toy' or allowing regular toilet breaks if required in a health plan. Staff will use good professional judgement, liaise with the SEND department and make reference to IEPs when considering these reasonable adjustments. Such need will not be considered an excuse for poor behaviour, as laid out in this policy.

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2. THE BEHAVIOUR PARTNERSHIP

Stover School sees education as a partnership between our pupils, the staff, parents and Governors. Our staff are committed to excellence; aiming to achieve a spirit of mutual trust and cooperation. We expect the highest values and standards of behaviour from all members of the school community, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils and staff to respect themselves, each other and the school environment. They should follow the School Standards (see appendix 5), understand what is expected of them and why, as well as the consequences of poor behaviour. Where actions are not specifically covered by the Rules and Regulations pupils should exercise good judgement and staff should judge the pupils' behaviour using sound professional judgement, in keeping with the school's ethos.

When a pupil is experiencing problems in managing their behaviour, our pastoral structures will engage in supporting them. The Form Tutor (or class teacher – Preparatory School) will be the hub of this, offering guidance and advise about how the pupil might adjust their behaviour. The Head of Year/Preparatory Leader might support with a report/support card, targeted at a corrective area of poor behaviour. Parents will be involved with this process, in a combined effort at evolving the pupil's actions towards positive behaviour that can be rewarded.

Everyone has a right to feel secure and to be treated with respect at Stover School, and the school is conscious of the particular need to support those with protected characteristics that are more vulnerable. particularly the vulnerable. We follow a zero-tolerance approach towards any harassment, abuse, violence and bullying, and will adhere the KCSIE Part 5 guidance in relation to sexual harassment and violence. The school is strongly committed to promoting equal opportunities for all, regardless of race, age, religion, gender, sexual orientation or disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually in accordance with the timings of the school day. They should respect the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Parents and Guardians who accept a place for their child at Stover School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, the additional curriculum and homework/private study.

We are always happy to consider suggestions from parents and pupil and the school will aim to be both responsive and open-minded to these.

Where possible the pupils of Stover School are encouraged to create and add to the existing behavioural framework. Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. To

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facilitate this pupil committees exist at all levels of the school, which report into the Senior Leadership Team and other opportunities are provided through class and form groups.

3. SCHOOL RULES AND REGULATIONS

The School standards (see appendix 5) are designed to encourage positive behaviour and self-discipline. Our aim is to focus on, reward and encourage good behaviour through the rewards system, which in turn reduces cases of misbehaviour and the need for the use of sanctions.

Examples of the ways in which pupils could be rewarded include:

- Positive encouragement and praise
- Positive comments made to parents in the pupil's diary
- House points
- Good news emails from subject teachers, form tutors/class teachers and other staff
- Headmaster's/Head of Prep/Head of Department Post Cards
- Headmaster's Commendations /Head of Prep certificates
- Pupil work being displayed
- Rewards in End of Term and Prep School Awards Assemblies, Speech Day/Prize Giving recognition

Sanctions help us to set boundaries and to manage challenging behaviour. The Headmaster and all staff undertake to apply any sanctions fairly, and, where appropriate, after due investigative actions have taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Parents and Guardians undertake when signing the Parent Contract to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Under no circumstance will corporal punishment be exercised or the threat of corporal punishment be used as a deterrent.

Examples of sanctions include:

- A verbal reprimand or reminder of the expected behaviour
- A verbal reminder of the consequences of continuing the behaviour
- A written comment in the pupil's diary and/or email to parents

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- A formal talk with a teacher
- Confiscation of property that is being used inappropriately or without consideration
- The pupil writing a formal apology
- Detention during morning, lunch or afternoon break
- A report of a behaviour being logged on iSAMS
- Completion of some community service
- The issuing of a behaviour report
- Withdrawal of privileges
- Withdrawal from a lesson, school trip or team event
- A parental meeting with the Form Tutor/Class Teacher and/or the Head of Year, followed up by a formal letter to the parents
- A Senior Leadership detention
- Headmaster's detention after school
- A temporary exclusion for a specified period
- Permanent Exclusion from the school

The sanctions applied will be appropriate to the misbehaviour in question and the age of the child involved. This will be in accordance with the professional judgement of the staff involved, according to the Hierarchy of Discipline, and the accepted norms of the school, established by ongoing staff training and exercise of the Behaviour Policy.

4. HIERARCHY OF DISCIPLINE

The Hierarchy of Discipline follows the school's Pastoral Management Structure which is laid out as follows:

- Subject teacher/Staff Member
- Form Tutor/Class Teacher
- Head of Year / Member of Preparatory Leadership Team (PLT)
- Senior Teacher/Assistant Head/ Deputy Head/Head of the Preparatory School
- Headmaster

In boarding this is mirrored

- Boarding House Staff
- Housemistress
- Assistant Head
- Headmaster

Subject Teacher/Staff Member

Minor incidents will be dealt with quickly and effectively by the class teacher or the member of staff witnessing the behaviour, if it occurs outside the classroom or in boarding. Such behaviour can

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usually be rectified by giving a quick verbal reminder to the pupil(s). Slightly more serious or repeated minor misbehaviours will involve the Form Tutor/Class Teacher/Boarding Staff logging of the incident on iSAMS. Where more serious or repeated, then the next level of the hierarchy will be informed. If the behaviours are quickly rectified, no further action is necessary. If necessary, appropriate sanctions will be administered by the member of staff concerned (see list of sanctions on previous page).

Form Tutor/Class Teacher

Where incidences are slightly more serious in their nature, e.g. a pupil repeating distracting behaviours or not producing prep after fair warning, an email will be submitted to the Form Teacher/Class Teacher. This enables the Form Teacher/Class Teacher to identify any patterns of behaviour and decide on appropriate corrective strategies.

On receiving the communication, the Form Teacher/Class Teacher will support the teacher who submitted it, in delivering an appropriate sanction, which may also involve the Head of Department or Head of Year, as appropriate. At this stage, this might be a break-time or lunchtime detention with associated log in the iSAMS system. If the Form Teacher/Class Teacher deems it appropriate, they may make an informal contact with the parents, by telephone or email, to ensure the parents are fully informed and can support the pupil and the school as necessary. The Form Tutor/Class Teacher might also issue the pupil with a Pupil Report (see appendix 1) to support the pupil to develop more positive behaviour. These will be reported and held on the appropriate logs.

Head of Year/PLT

If incidents are persistent and the strategies put into place are not rectifying the problem then the Head of Year/PLT will be involved. They will receive an email and/or iSAMS log from the respective Form Tutor/Class Teacher detailing the nature of the behaviour.

At this stage the Head of Year/PLT may issue a Pupil Report (see appendix 1) to the pupil to support the development of positive behaviour or discourage further misbehaviour. The parents of the pupil will be informed of the issue of the Pupil Report as appropriate. The parents might also be invited into the school for a meeting with the Head of Year, to discuss the school's concerns and outline ensuing strategies. This meeting will always be followed by a formal letter to the parents outlining the salient points of the meeting. The Head of Year will also pass on a copy of the letter to a Senior Teacher and Deputy Head and file a copy in the pupil's central file.

Misbehaviours of a more serious nature could also be directed straight to the Head of Year. These might include, for example lower level sexual harassment, sexual violence, bullying or disrespect towards a member of staff. These will be reported and held on the appropriate logs.

In boarding these incidences would be reported directly to the Housemistress.

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Senior Leadership Team

Continued offences that have been flagged by the Head of Year/PLT but not resolved would be directed to the Senior Leadership Team (but not the Head). Incidences of, for example, bullying, violence, sexual harassment, sexual violence, theft, selling contraband, and insolence directed towards a member of staff, would also be referred directly to a Senior Leader, with an associated iSAMS log and email entailing the incident. In such cases the parents would receive a formal letter which would also be copied to the Head and lodged in the pupil's central file. Sanctions at this stage of the process are likely to be a Senior Leadership detention, an after-school Head's Detention or, on agreement with the Head, a temporary exclusion from school. All incidences will be logged on the appropriate school log.

Head

Persistent re-offending which has escalated to the Senior Teacher or Deputy Head stage of the process and is still not resolved, would pass onto the Head.

Any behaviours flagged in this policy which are likely to result in a sanction of a temporary exclusion or permanent exclusion should be referred directly to the Head, with the appropriate iSAMS log of evidence and any other supporting paperwork.

A member of the Senior Leadership Team (SLT) will then fully investigate the incident.

The parents will be informed via formal letter outlining the outcomes of the investigation and ensuing sanctions. This will then be filed in the pupil's central file.

In the absence of the Head, these responsibilities will be delegated to the Deputy Head.

Where all other options have been explored and/or serious misbehaviour has occurred a pupil may be excluded following a full investigation. Generally a pupil would receive a short exclusion (2 or 3 days). If behaviours persist, a longer exclusion may follow (a working week). If this does not resolve breaches of behaviour, the next course of action would be to consider permanent exclusion from the school.

The Head may put a home/school agreement in place upon a pupil's return to school following a period of exclusion. The home/school agreement is an individualised contract of behaviour that is agreed by the pupil, parents and Head. If the contract is not adhered to by the pupil, the Head will administer further sanctions.

If all other avenues have been explored or the incident is of a very serious nature the school may consider permanent exclusion. The school's policy on exclusions is set out in section 9 of this policy and clearly details the procedure for appeal of any decision to exclude a pupil permanently from the school.

All parents and pupils should be aware of the more serious sanctions, including temporary exclusion and permanent exclusion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Staff in boarding are mindful of the role that they play in

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acting as both a staff member and as a parent. They recognise the unique nature of boarding and the increased potential for more serious misconduct such as sexual harassment, sexual violence, exploitation and bullying.

Examples of such behaviours are listed below and should be reported immediately to the Head.

- supply/possession/use of illegal substance, drugs and solvents or their paraphernalia, including alcohol and tobacco.
- theft.
- child-on-child abuse, including criminal or sexual exploitation.
- serious breaches of the school's ICT Safe Use agreement, including the misuse of social media that might amount to criminal activity
- bullying (including online bullying)
- abuse related to protected characteristics eg racism, homophobia, sexism
- threatening behaviour, physical violence/assault, intimidation
- sexual abuse, harassment or violence
- supply and possession of pornography or the sharing and viewing of nudes/semi-nudes
- possession or use of unauthorised firearms, weapons or other dangerous objects
- vandalism and computer hacking
- persistent attitudes or behaviour which are inconsistent with the School's ethos
- malicious accusations directed towards a member of staff
- other serious misconduct towards a member of the school community
- misconduct which brings the School into disrepute (single or repeated episodes) on or off school premises

We are committed to protect each pupil from any form of abuse, whether from an adult or a peer, including consensual or non-consensual sharing of nudes and semi-nudes, gender-based issues and cyberbullying/online abuse, prejudice based and discriminatory bullying.

Logging of incidences of bullying, sexual harassment and sexual violence, be they unsubstantiated, substantiated or low-level will be recorded in the associated log, within the overall behaviour log.

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5. **DETENTION**

Detention is given for minor breaches of discipline and takes place during the school day and will be arranged and administered by the member of staff directly concerned.

Where misbehaviours are more persistent or serious and have been escalated to the Form Tutor, Head of Department or Head of Year, then the respective detention will be administered during the school day by the Form Tutor, Head of Year or Head of Department, as appropriate.

Head's detention for more persistent or serious breaches of discipline will take place from 5.00pm – 8.00pm. Parents will be informed in writing by the Head and pupils will need to be collected from school at 8.00pm. These detentions will take place in the school Library.

6. **PUPIL REPORTS**

Pupils who need help with behaviour, academic work, homework/preparation or organisation may be put on pupil behaviour report (see appendix 1)

Behaviour report cards are given to pupils by the Head of Year/PLT, who will also contact parents to discuss why their child is on report. Report cards are issued on a weekly basis. A member of staff will discuss the aim of each report card with the pupil. Subject staff will comment on the child's behaviour and sign the card at the end of each lesson. Comments will be constructive and should highlight positive as well as negative behaviour. The Form Tutor/Class Teacher will also see the report at registration.

At the end of each day the pupil will ensure they get their report card signed by one of their parents. At the end of the week (or sooner if necessary) the Head of Year/PLT will discuss the comments written on the report with the pupil. The pupil will be encouraged to identify areas for improvement. Pupils will normally be on report for no more than one week at a time.

Pupils should carry their behaviour report card with them at all times and produce it on request. The aim of behaviour report cards is to help pupils identify areas that need improving and to support them in modifying their behaviour.

7. **POSITIVE HANDLING (PHYSICAL RESTRAINT)**

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use

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"such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

Department of Education guidance July 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- *Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *Causing personal injury to any person (including the pupil themselves)*
- *Causing damage to the property of any person (including the pupil themselves)*
- *Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise*

The Act also defines to whom the power applies as follows:

- *Any teacher who works at the school*
- *Any other person whom the Head has authorised to have control or charge of pupils*

There is no legal definition of reasonable force, however, our staff are updated and trained in the circumstances in which reasonable minimum force may be used. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgment as to whether the use of physical restraint is appropriate (refer to the ATL's Guidance "Restraint") that include:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *The chances of achieving the desired result by other means*
- *The relative risks associated with physical intervention compared with using other strategies*

Every member of staff will inform the Head immediately after he/she has needed to restrain a pupil physically and will log the incident for inclusion in the central Behaviour Log held by the Head's PA. The school will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a procedure for managing that individual pupil's behaviour.

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8. TEMPORARY EXCLUSION

A full investigation will be carried out by a member of the SLT if misconduct has occurred which might result in a temporary exclusion.

The results of the investigation will be discussed fully by the Head and the Deputy Head or the Head of the Preparatory School, before a pupil may be temporarily excluded.

The parents of the pupil concerned will also be invited to discuss the situation with a member of the SLT. A written confirmation of the temporary exclusion will be forwarded to the parents.

The Head, or in his absence, The Deputy Head/Head of the Preparatory School has the authority to temporarily exclusion a pupil.

The Chair of Governors, or in his absence, the Vice Chair of Governors will be immediately informed of a temporary exclusion and the reason for the decision.

Temporary exclusion will be for a timed period as directed by the Head, or in his absence, the Deputy Head/Head of the Preparatory School. An initial temporary exclusion will usually be for 2 or 3 working days, will any subsequent temporary exclusion lasting for a working week. If misbehaviour persists following 2 periods of suspension, the school will be forced to explore permanent exclusion for the pupil concerned.

Boarding pupils who are temporary exclusion remain on site and will be subject to an internal exclusion or will be asked to reside with their Guardians.

The school will set work during the period of temporary exclusion.

A pupil may also be sent home for a limited period pending the outcome of a disciplinary investigation or a Governors' review. This will occur in instances where removal is required to safeguard any of the interested parties or ensure the objectivity of the investigative process. This is recognised as a suspension pending investigation and is not a punitive action as with a temporary exclusion.

9. PERMANENT EXCLUSION

This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be required to leave Stover School permanently for misconduct or other reasons. The policy applies to all pupils at the School whether or not in the care of the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his/her parents.

The aims of this policy are:

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- to support the School's behaviour and discipline code
- to ensure procedural fairness and natural justice
- to promote co-operation between the School and parents when it is necessary for the School to allow a pupil to leave earlier than expected

The main categories of misconduct which may result in expulsion are listed in section 4 of this policy.

The investigation and disciplinary action may potentially involve three separate stages; an internal investigation, a disciplinary meeting and a Governors review meeting.

The Head may request to meet Parents informally with or without the pupil in a discussion before the formal disciplinary or review meetings takes place. Matters may be resolved at this stage.

Investigation

- Complaints:** Investigation of a complaint about serious misconduct will normally be co-ordinated by a member of the Senior Leadership Team and its outcome will be reported to the Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being permanently excluded.
- Suspension pending investigation:** A pupil may be suspended from boarding and/or from the School and required to live at home or with his/her education guardian while a complaint is being investigated alternatively, he/she may be placed under a segregated regime at school premises.
- Search:** We may decide to search a pupil's space and belongings, and ask him/her to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so, in furthering the investigation. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion to remove clothing. In such instances, if deemed necessary to further an investigation, the police would be called and would take charge of the investigation and any necessary action.
- Interview:** A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for him/her to be accompanied by a member of staff. A pupil who is waiting to be interviewed may be segregated but made as comfortable as possible, accompanied or visited regularly by a member of staff, and given access to a toilet, telephone and adequate food and drink.
- Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

Disciplinary meeting

The Chair of Governors will be informed of the investigation. Documents available at the disciplinary meeting will include:

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- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- the SLT's Investigation Report
- the pupil's school file and conduct record
- the relevant school policies and procedures

The pupil and his/her parents (if available) will be asked to attend the disciplinary meeting with the Head, at which the SLT member will explain the circumstances of the complaint and their investigation. The pupil may also be accompanied by a member of staff. The pupil and his/her parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

There are potentially three distinct stages of a disciplinary meeting:

- The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, she will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities. However, where the allegation against the pupil would amount to a criminal offence under general law, the standard of proof should be beyond reasonable doubt.
- If the complaint has been proved the Head will outline the range of disciplinary sanctions which he considers appropriate. He will take into account any further statement which the pupil and/or others present on their behalf, wish to make. The pupil's disciplinary record will be taken into account. Then, within 24 hours, the Head will give his decision, with reasons.
- If the Head decides that the pupil must leave the School, he will consult with the parents before deciding on the pupil's leaving status (see below).

A decision to permanently exclude or remove a pupil shall take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from school premises. If within 72 hours the parents have made a written application for a Review by the Governors (see appendix 2), the pupil shall remain suspended until the Review has taken place.

Leaving status - If a pupil is excluded, his/her leaving status will be one of the following: "excluded" or "withdrawn by parents".

Additional points of leaving status include:

- the form of letter which will be written to the parents and the form of announcement in the School;
- the form of reference which will be supplied for the pupil;

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- the entry which will be made on the school record and the pupil's status as a leaver;
- arrangements for transfer of any course and project work to the pupil, his/her parents or another school;
- whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations;
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- whether the pupil will be eligible for membership of the Stover Alumni Association and if so from what date;
- the conditions under which the pupil may re-enter school premises in the future;
- financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunding of prepaid fees.

Governors' review

- Request for review: A pupil or his/her parents, in response to the Head's decision to permanently exclude or require a pupil to leave, may make a written application for a Governors' Review (see appendix 2). The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.
- Grounds for review: In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.
- Review Panel: The Review will be undertaken by a three member sub-committee of the Board of Governors. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will not normally include the Chair of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.
- Review meeting: The meeting will take place at the school premises, normally between 3 and 10 days after the parents' application has been received. A Review will not normally take place during school holidays. A Review Meeting is a private procedure and all those who are involved in it are required to keep its proceedings confidential, subject to law.
- Attendance: Those present at the Review Meeting will normally be:
 - i. Members of the Review Panel and the Clerk to the Governors or his/her deputy;
 - ii. The Head and any relevant member of staff whom the pupil or his/her parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome;
 - iii. The pupil together with his/her parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend

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or relation. The Clerk to the Governors must be given 7 days' notice if the friend or relation is legally qualified.

- Conduct of meeting: The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Review Panel Chair and a parent and any tape-recording will be used only to assist the panel members in reaching their decision and formulating their reasons and will belong to the School. The Clerk will be asked to keep a written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Review Panel Chair, who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Review Panel Chair may at his/her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.
- Procedure: The Panel will consider each of the questions raised by the pupil or his/her parents so far as relevant to:
 - i. the facts of the case were sufficiently proved when the decision was taken to permanently exclude or remove the pupil. The civil standard of proof, namely, "the balance of probability" will normally apply;
 - ii. whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect;
 - iii. the requirements of natural justice will apply. If for any reason the pupil or his/her parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.
- Identification: If the Head considers it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Chair may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Review Panel Chair at his/her discretion may direct that the person be identified, or not as the case may be.
- Pupil's character: Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so.
- Leaving status: If, having heard all parties, the Panel is minded to confirm the Head's earlier decision, it is open to the Panel, with agreement of the Head, the pupil and his/her parents to discuss the pupil's leaving status with a view to reaching agreement.
- Decision: When the Review Panel Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting; alternatively the Review Panel Chair may ask those present to withdraw while the Panel considers its decision. In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be notified, with reasons, to the parents by the Chair of the Review Panel or the Chair of Governors by letter or telephone within three days of the meeting.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

10. THE PREPARATORY SCHOOL

All the principles of the school Behaviour Policy apply to the Preparatory School with the following additions:

- In the hierarchy of discipline
 - i. The class teacher and form tutor are replaced by the Preparatory class teacher
 - ii. The Head of Year and Deputy Head/Pastoral Senior Teacher are replaced by the Preparatory Deputy Head teacher
 - iii. The Head is replaced by the Head of the Preparatory School
- Pupils are expected to adhere to the Preparatory School Standards which can be found in appendix 4
- Positive behaviour and attitudes in keeping with our School Vision: Nurture , Inspire, Prepare are recognised in various ways, including: House Cups (for sporting competitions held each term), sports colours, Head teacher's commendations and certificates, for example: effort, individual or team achievements outside of school, positions of responsibility, charity and community engagement and examples of outstanding work.
- Certificates are awarded to individuals in Reception to 6 who obtain a certain number of House points during the term.
 - Bronze Certificate - 50 House Points
 - Silver Certificate - 100 House Points
 - Gold Certificate - 150 House Points
- Certificates which celebrate good behaviour and the school's values are presented to individual pupils, groups or classes in Awards or Key Stage assemblies. House Meetings also highlight pupils who have contributed successfully to their House.
- A running tally of House Points is collated between each House meeting on our House Point Board, in Reception.

For minor incidents or instances of poor behaviour: a reminder or redirection is given first to serve as a warning, for example:

- I. Wasting time or lack of effort – we expect children to listen and try their best

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- II. Calling out – we expect children to try to put their hands up and not interrupt when others are speaking
- III. Being defiant or insolent by tone or look or answering back – we expect children to respect adults and each other at all times
- IV. Inappropriate chatter or preventing others from working.
- V. Ignoring a request or instruction
- VI. Bad manners
- VII. Spoiling and or not respecting property
- VIII. Being in an area of the Prep school without permission
- IX. Running in corridors, classrooms and to and from the playground.
- X. Being late for lessons (without a reasonable excuse)
- XI. Lack of homework without parents' explanation
- XII. Forgetting P.E. kit

It is expected that all teachers will speak in a discrete manner to the child concerned and follow up with a discussion of the pupil's behaviour with the class teacher and parents, if necessary.

Instances that require a pupil to remain in at breaktime for a short time, under teacher supervision, where they will discuss their behaviour with the teacher, may include the following:

- I. Making a personal insult
- II. Blatant disobedience
- III. Being disruptive
- IV. Telling lies

As and when appropriate the class teacher will refer to the Deputy Head teacher of Prep who will speak with the pupil concerned and contact parents.

In the event of more a serious incident or repeated occurrences of misbehaviour, for example:

- I. Making racist, abusive or threatening remarks
- II. Aiming an object deliberately at someone-putting others at risk on Health & Safety grounds
- III. Causing a deliberate injury or fighting
- IV. Making a rude gesture, swearing or spitting
- V. Stealing
- VI. Irreparable damage to property

The class teacher will immediately refer to the Deputy Head teacher who will discuss the behavioural incident with the pupil, and those that may have witnessed the incident. The pupil may be sent to the Head teacher of Prep for a follow up meeting, where appropriate sanctions will be put in place. The child's parents will be invited into school to discuss their child's behaviour.

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If and when is necessary, the Head teacher of Prep will inform the Executive Head teacher, as a matter of course, and raise the behavioural concern at the next SLT meeting. In such instances, where a behaviour incident is of a serious nature, a report will be logged on the central record and iSAMS.

11. THE EARLY YEARS FOUNDATION STAGE

Managing Behaviour within The Early Years Foundation Stage

The staff members responsible for EYFS Behaviour Management are the Head of Stover Preparatory School and the EYFS team.

Both the child's key workers and The Nursery Manager will inform the Early Years Lead, in regular meetings, of any children with behaviour management needs. Incidents of behaviour management will also be discussed.

At Stover School we believe in a whole school approach in promoting positive behaviour and within our early years team we see this as an integral part of supporting the children's overall personal, social and emotional development.

This is achieved within our Early Years Foundation Stage by staff:

- Giving lots of praise for and recognising positive/good choices - good behaviour
- Giving the children our individual attention so that they feel valued and listened to
- Setting a good example, being a good role model at all times
- Listening to what the children have to say and giving them a voice
- Rewarding their positive choices and good behaviour (e.g. star box, stickers, choosing next activity, class dojo points in Reception Class, taking part in our whole school awards assembly, well done trophy etc.)
- Using good positive reinforcements and praise behaviour chart
- Giving children certificates for good behaviour, sharing and celebrating 'good choices'.

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In the classroom, during PSHE, assemblies and circle times children are helped to understand both our class and school rules, which are realistic. They set the class rules themselves and are regularly given opportunities to reflect on them. This is to ensure that they feel that they have ownership of them and have had opportunities to voice their opinions on what they would like to and what not to happen within their own environments within our school.

Staff across Early Years and all visitors to our school are consistent in the enforcement of appropriate behaviour.

We follow and adhere to the whole school Core School Rules, The Stover School Whole School Policies available online and celebrate British Values.

- Staff are aware of various reasons why children misbehave and will endeavour to keep to regular routines so that children feel safe and secure.
- Staff ensure that children are given the opportunity to eat their snacks. Our lunch monitors and peer helpers support our youngest children in an attempt to ensure that they eat a sufficient amount of their dinner so that hunger does not impact or become a factor in their behaviour.
- If children are very tired they are given the opportunity to rest.
- If children are unwell they are sent to see the school nurse who may then speak to their parent and if in the child's best interests they may be advised to return home or seek future medical advice.

We encourage parents to keep us informed of any changes or events in the child's home life that may affect behaviour. Even the smallest thing such as a late night or change in regular routine can impact on a child's behaviour. We are here to support both children and their parents and carers.

Staff on duty in the playground record incidents of appropriate and inappropriate behaviour and these notes are passed onto the Deputy Head of Prep and the Head of Prep (where necessary) and The Early Years Lead. The Early Years Lead will meet with The Head of Prep and together will decide if any further action needs to be taken. However, we recognise that most children within our Early Years Foundation Stage may well misbehave at some time as part of their development and will need support in recognising how their behaviour can impact on others and themselves.

We have therefore developed several different strategies on how to deal with a child misbehaving and use different ones depending on the age/stage of ability of the child and to suit the individual situation.

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Strategies our Early Years team use and how to deal with a child misbehaving

Distraction

Remove the child from the situation and give them an alternative activity.

Ignore

Depending on the situation the early years team member may choose to ignore the bad behaviour if they feel it is only being done to provoke a reaction.

Discuss with Child

If the child is able to understand then staff will discuss their behaviour and attempt to try and get them to appreciate the consequences of their own actions on others. We also make it clear that it is their behaviour that we do not like, not them as an individual.

Time Out

Removing the child from the activity and sitting them quietly for a few minutes and giving them time to reflect. Drawing a picture as a letter of apology, staff act as scribe if the child is able to communicate words of sorrow; giving closure and moving on quickly.

Keeping children safe

If a child's behaviour will seriously impede on the rest of the class or endangers others e.g. repeatedly running into the fire circle during Forest School, removal from activities such as swimming or trips out of the classroom may need to be actioned in order to evaluate the child's ability to behave in a range of situations and therefore keep them and others safe. This will only be actioned if all other actions as set out in this and the whole school's behavioural policy have failed.

Moving forward

If behaviour persists a meeting with the parent/carer will be arranged and a Behaviour Plan may be discussed and implemented. Regular reviews of behaviour management will take place.

Staff will never smack, shake, hurt or humiliate a child. Within our Early Years and across the whole School corporal punishment is neither used nor threatened.

Communicating concerns

If a child misbehaves staff will let parents/carers know by writing it in their contact book, phoning home or emailing. Some children can become upset if the incident is retold in front of them. Information on how the incident was dealt with will also be communicated. In most cases the matter will not require any further action, punishing a child hours after an incident achieves nothing but confusion and upset.

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Who can help?

If a parent/carer has any concerns regarding the managing of a child's behaviour, please do not hesitate to contact The Early Years Lead Mrs Humphries at shumphries@stover.co.uk or The Head Teacher Mr Noble at bnoble@stover.co.uk It is important that school and home work together in a consistent approach on managing behaviour in order not to confuse a child and

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support them within this important area of their learning and development. For more information see The Early Years Foundation Stage Policy and Stover Schools Policies online at www.stover.co.uk.

Any incidents of serious misbehaviour are recorded to include details of the incident and appropriate action taken in line with the rest of the school's current policies and procedures.

A copy of the whole school policies are available on request from The Preparatory School Office. More information is also available within The Early Years Foundation Stage Policy, Early Years Parent Handbook and The Forest School Parent Handbook- available at www.stover.co.uk.

Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have limited physical contact with pupils (e.g. to help, support or console an injured or distressed child), but it is crucial that they only do so in ways appropriate to their age and the particular context.

Physical Constraint - Further details can be found in the Whole School's Restraint Policy.

COMPLAINTS- Further details can be found in the Whole School's Complaints Procedure.

Stover School: **Positive Behaviour Report**



Name/ Form	
Day/ Date	

Feedback focus:	
T1.	
T2.	
T3.	

Staff will grade success of meeting Target each lesson with the following Grading: -

1. Excellent
2. Good
3. Satisfactory
4. Poor
5. Very poor

Signatures

Parent / Guardian _____

Pupil _____

Form tutor _____

Lesson / subject	Meeting Target Success (circle)	Comments and signature
1.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
2.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
3.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
4.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
Activity. If applicable	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
5	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
6.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
7.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	

	8.	T1. 1 2 3 4 5 T2. 1 2 3 4 5 T3. 1 2 3 4 5	
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Appendix 2 Request for a Governors' Review of a decision to exclude or require a pupil to leave

To The Clerk to the Governors of Stover School
 Newton Abbot Devon TQ12 6QG
 01626 354505

Name of pupil

I request that a sub-committee ("Panel") of the Board of Governors carries out a review of the Head's decision to expel or require removal of the above named pupil. I agree that the Review will be carried out in accordance with the Review Procedure supplied to us with this form and I agree to abide by the terms of that Procedure and in particular that the proceedings are and will remain confidential and that the Governors' Review will be final, subject to such (if any) legal rights as may exist.

I confirm that I am a person with parental responsibility for the above named pupil and that I have consulted the pupil and that they wish the Review to be undertaken.

I understand that the Panel will be concerned with the fairness and proportionality of the Head's decision in accordance with the School's existing policies (where applicable and relevant) on educational, pastoral care and administration matters.

We understand that we may be accompanied at the Review Meeting by a friend or relation who is not legally qualified and that we may ask up to two members of the School staff to attend the meeting and speak on behalf of the pupil if they are willing to do so.

The grounds upon which we seek a Review and the matters which we wish to discuss at the Review and to ask the Panel to take into account are as set out in a statement attached to this sheet.

(Parent signature (s))

Signed	Signed
Full name	Full name
Relationship to pupil	Relationship to pupil
Date	Date
Address	Address
Daytime telephone	Daytime telephone
Evening telephone	Evening telephone

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

Appendix 3 Summary policy on exclusion [for inclusion in Pupil Handbook]

- 1 A pupil will not be excluded without grave cause. The circumstances which may lead to expulsion (or required removal as an alternative to expulsion) include:
 - supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco
 - theft, blackmail, physical violence, intimidation, racism and persistent bullying
 - offences of a sexual nature; supply and possession of pornography and unauthorised firearms
 - vandalism and computer hacking
 - persistent attitudes or behaviour which are inconsistent with the School's ethos
 - other serious misconduct towards a member of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises
- 2 A complaint which could lead to you being excluded or required to leave the School permanently will be investigated thoroughly and fairly. You will have an opportunity for the assistance of your parents and/or a teacher to state your side of the case and you would also have a right to ask for the decision to be reviewed by a panel of the Governors.
- 3 The procedure on expulsion, removal and review is contained in the school's Behaviour Policy which may be obtained from the Senior School office.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

Appendix 4 Preparatory School Standards

These standards are for the benefit of the school community, to promote good manners and provide a safe and orderly environment, in which learning can take place effectively.

CONDUCT

- Pupils should be polite and **courteous** at all times, say please and thank you and hold doors open for others.
- Pupils should show **respect** for visitors, parents, staff and other people. They should also respect the schools and other people's property.
- **Kind behaviour** is our rule, pupils should always think before they act. At Stover we have kind hands and kind hearts and always make sure everyone feels included.
- Pupils should not use **inappropriate language** at any time.
- Pupils are expected to **walk** around the school site including when crossing the courtyard, in the corridors and on the stairs etc. **Noise** should be kept to a minimum.
- Pupils should conduct themselves safely and sensibly where there are vehicles present. They may not run around the car park area but should be accompanied by an adult and proceed quietly to their car with their parent/carer, once dismissed by the staff member.
- Pupils should inform a member of staff if they do not recognise an **unaccompanied visitor/s** to the school site.
- On hearing a fire alarm, pupils should walk quickly and quietly to the tennis courts with their teacher.
- Pupils must never go anywhere without informing their teacher and may not leave Clockhouse unless accompanied by a staff member. *(The only exception is Year 6 if given specific permission.)*
- Pupils should show good table manners. Chewing gum is not allowed in school.
- Pupils should always pick up and not drop litter, anywhere on the site.
- Pupils are expected and encouraged to enter and leave assemblies, quietly.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

- Mobile phones must be handed into the Prep School Office at the start of the day and collected at the end of the day. Pupils may not keep them in their classroom, changing room or bags. The school accepts no liability for the loss/damage of any personal equipment while on the school premises.

APPEARANCE

- Pupils should be smartly dressed in the correct uniform according to the uniform list.
- Boys should have all buttons fastened on their shirts, the tie knotted up to the collar with their shirts tucked in.
- Blazers should be worn to and from assembly and when required for formal occasions, teachers will inform pupils when this is required (*Reception - Year 6*). They should not be taken out onto the playground at break times.
- All pupils require a raincoat, wellington boots and waterproofs in school at all times.
- Hair should be tied back if it is shoulder length or longer, using accessories which are either black, brown or dark green.
Extremes of haircuts, colouring and styles are not allowed.
- Jewellery is not allowed. The exceptions are **a religious emblem** around the neck (**boys and girls**) and **one small stud-type earring** in the **lobe** of each ear. All jewellery should be removed during PE lessons and given to PE staff for safe keeping.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

Appendix 5 SCHOOL STANDARDS

These standards are for the benefit of the school community, promote good manners and provide a safe and orderly environment, in which learning can take place effectively.

Conduct

- Pupils should be courteous and polite at all times. Inappropriate language should not be used.
- Pupils should show respect for themselves, peers, staff, parents, visitors and the school environment.
- Pupils should conduct themselves safely, sensibly and calmly within the school buildings and on site, keeping noise to a minimum.
- Pupils should stand when the Head teacher or visitor enters the classroom.
- Pupils should conduct themselves safely and sensibly when crossing school drives and car-parks and when they are waiting for buses.
- Pupils should inform a member of staff if they do not recognise an unaccompanied visitor/s to the school site.
- On hearing a fire alarm, pupils should walk quickly and in silence to the grass area outside Jubilee Hall. They should line up in register order and remain silent while a register is taken.
- If a pupil has to bring a mobile phone (or smart device) to school, they should be turned off and out of sight between 8:30am and 4:30pm.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

- The school accepts no liability for the loss/damage of any personal equipment while on school premises. It is the responsibility of the pupil to make sure devices are kept safe when not in use.
- Pupils should take responsibility for the safety (including e-safety) and welfare of themselves and others.
- If pupils feel that they have a concern about another pupil's safety or welfare then they should inform a member of staff.
- Pupils should sign in or out at the school reception if they arrive after registration or have to leave before the end of the normal school day.
- Pupils must have permission from a member of staff before leaving the school site.
- Chewing gum, cigarettes, vapourisers, alcohol, illegal substances and so-called legal highs must not be brought into school.
- Pupils should sit quietly before, during and after assembly, until the speaker has left.
- Pupils should eat or drink in the Dining Room. Food is not allowed to be brought out of the dining room after meals.
- Pupils should put bags into lockers where possible at break and lunch time. Bags should not block the passage-ways.

Appearance

- Pupils should be smartly dressed in the correct uniform according to the uniform list.
- Shirts and blouses should be worn tucked in.
- Ties should be worn knotted up to the collar with the top button fastened.
- School Blazers should be worn to, from and when at school, unless directed otherwise by the Headmaster or other member of staff.

Status:	Regulatory
Applies to:	Whole School
SLT Reviewer (Initials):	RN
Committee Monitor:	Education

- Shoes should be black leather and of sensible design.
- Plain black tights are to be worn in winter and white ankle socks in summer.
- Skirts should be knee length.
- Pupils may wear a plain black Stover coat which should be removed on entering classrooms or dining hall (in cases of extreme weather, pupils may be directed otherwise by staff).
- Hair should be worn in a short style, above the collar.
Hair longer than collar length should be tied back off the shoulders using black or dark green accessories.
Extremes haircuts, colouring, hair extensions and styles are not allowed (Grade 2 or less all over is viewed as an extreme hair cut).
- Make-up and nail varnish are not allowed.
- Jewellery is not allowed. The exceptions are a religious emblem around the neck and one small stud-type earring in the lobe of each ear
- Tattoos, piercings (except earrings) and facial hair are not allowed.
- Year 12 and 13 should wear suits according to the school uniform list.
- Pupils should wear full school PE Kit for PE lessons, and where required for activities.
- All jewellery should be removed during PE lessons and given to PE staff for safe keeping.
- When in school uniform, items of PE kit may not be substituted for standard items.