



## Vermont School's Behaviour, Anti Bullying and Uniform Policy

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<b>Approving Committee</b>	Governing Body
<b>Statutory Basis</b>	Statutory Policy
<b>Requirement to publish on website</b>	Yes
<b>Reviewed</b>	December 2025
<b>Date ratified by approving committee</b>	December 2025
<b>Review period</b>	Every Year

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## Policy Statement

At Vermont, our Behaviour, Anti-Bullying and Uniform Policy reflects our core values:

### **Belong**

### **Believe**

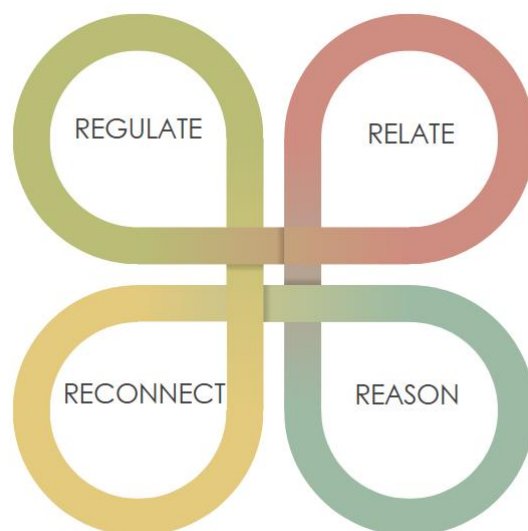
### **Achieve**

Our school vision is to be an aspirational and inclusive community where all pupils feel safe, special and understood. We are committed to meeting the social, emotional and academic needs of every learner, ensuring they are inspired, enjoy learning, thrive and achieve success. Central to our ethos is the development of positive, trusting relationships and the creation of a warm, welcoming and inclusive atmosphere where pupils feel valued, respected, safe and loved.

We are committed to supporting every child to become happy, confident and successful. We do this by modelling and teaching the skills they need to regulate their emotions, build relationships and make positive choices. Our approach is rooted in **Regulate, Relate, Reason and Reconnect**, ensuring that pupils understand their behaviour, feel connected to trusted adults, and are supported to repair and rebuild.

Our policy also reflects our commitment to:

- promoting a culture where bullying, discrimination, harassment and intolerance are never accepted,
- ensuring our uniform expectations foster belonging, equality, pride and safety,
- supporting pupils to make good choices, show respect for themselves and others, and represent Vermont positively.



## Purpose and aims

The purpose of this combined Behaviour, Anti-Bullying and Uniform Policy is to provide clear guidance on how positive, trusting relationships underpin all aspects of behaviour, attitudes to learning, anti-bullying practice and uniform expectations at Vermont School. Our approach emphasises connection, emotional safety and a shared commitment to helping pupils understand themselves, their actions and their role in the school community.

Specifically, this policy aims to:

- Create a positive school culture and climate that is consistently safe, nurturing and caring. We foster connection, inclusion, respect and value for every member of the school community, promoting strong relationships between staff, pupils and parents/carers.
- Promote the understanding that behaviour is a form of communication, often signalling an underlying emotional need. Through unconditional positive regard, pupils are supported to self-regulate and develop the social and emotional skills they need both in school and beyond Vermont.
- Support pupils through the Thrive whole-setting approach, ensuring right-time development, responding appropriately at key moments and repairing the impact of interrupted development. This enables pupils to grow emotionally, socially and academically.
- Use Playfulness, Acceptance, Curiosity and Empathy (PACE) to guide all interactions. Staff adopt a non-judgmental, curious and empathetic attitude towards challenges, responding to the feelings and emotional needs driving behaviours rather than focusing solely on the behaviours themselves.
- Ensure that anti-bullying practice is proactive, robust and responsive, promoting a school environment where all pupils feel safe, respected and able to report concerns. We are committed to preventing and addressing all forms of bullying, prejudice, discrimination and harassment.
- Provide a clear, inclusive and consistent approach to uniform, promoting belonging, equality and readiness for learning, while ensuring flexibility for pupils with SEMH needs where appropriate.
- Maintain consistency across all areas of behaviour, anti-bullying and uniform, ensuring expectations are understood, applied fairly and communicated clearly to pupils, staff and families.

## Needs and Challenges – Graduated Response

All pupils at Vermont have SEMH as their primary area of need. This is often seen as an umbrella need affecting and interconnecting with the other broad areas of need: Communication and Interaction, Cognition and Learning and Sensory and/or Physical needs.

The Vermont Needs and Challenges Graduated Response rooted in Regulate, Relate, Reason and Reconnect, ensures that both emotional needs and learning opportunities are addressed, promoting emotional intelligence, problem-solving skills and healthy relationships:

### **Regulate**

Regulation, specifically emotional and self-regulation, is key to children's success as it underpins their ability to manage emotions, focus, and engage with learning effectively. When a child is in fight, flight or freeze their ability to listen, learn, cope and relate to others is likely to be impaired. The child needs support to regulate and feel safe before anything else.

### **Relate**

Building trusting, positive and secure relationships with pupils is key to enabling them to feel safe. At Vermont we pride ourselves on our relationships with our pupils and having a strong rapport which in turn, supports pupils in being more open to guidance and support, fostering a sense of belonging and connection.

### **Reason**

Once regulation has been achieved and a relationship established, staff will support pupils by guiding them through understanding why certain challenges are inappropriate, helping them reflect on their choices, and exploring alternatives.

### **Reconnect**

Focusing on reconnecting and rebuilding after addressing the challenges is important for pupils to learn from their actions and restore relationships with peers and/or staff. It is important for pupils to have the opportunity to amend the challenges through an apology, fixing what was disrupted or participating in restorative conversations. It is equally important that pupils have the opportunity to explain why they feel their needs and challenges were displayed this way and be supported in finding a strategy and/or intervention to support their journey to success.

## Restorative approach to needs and challenges

Instead of focusing on sanctions, which reinforce a sense of shame and retribution, we work collaboratively with pupils to help them solve problems and use these experiences as learning opportunities. We ensure natural or logical approaches are applied. Using restorative practices within our graduated response, we aim to encourage pupils to reflect on their challenges and its impact on others.

## Needs and Challenges Graduated Response

Stage	Lead	Needs and Challenges	Regulate Body Brain	Relate Feelings Brain	Follow Up	Reason and Reconnect Thinking Brain	Logged and Shared
Quality First Teaching (QFT)	Class Teacher/ TA	<b>Behaviour:</b> Distracting the class; making the wrong choices; refusal to follow instructions; being unkind <b>Language:</b> Unkind comments; swearing in general <b>Learning:</b> Learning task refusal	Follow RSP Non-verbal/ visual reminders Allow processing time (6 seconds) Praise when getting it right Reminder of the school values Offer sensory break Positive framing Distraction techniques Reduce overstimulation	Get on their level Validate their feelings Reduce words – don't try to teach or fix the situation  <b>Use Playful, Acceptance, Curiosity and Empathy (PACE) language:</b>  I wonder...  Could it be...?  I am trying to imagine...	Repeated incidents escalated if observed by classroom teacher over the course of the week  Restorative conversation	<b>Intervention:</b> <b>What skills are missing that need to be taught?</b> Restorative conversation which may include a social story, activity away from the classroom <b>When:</b> Within 24 hours of repeated incidents <b>Who:</b> Class teacher/ LSA	<b>Classroom teacher:</b> Communication home if repeated over the course of a week
2	Class teacher/ PSW	<b>Behaviour:</b> Intimidating behaviour, making threats of violence to adults/peers, persistent class refusal; <b>Language:</b> Sustained verbal abuse; sustained swearing; making threats of violence <b>Learning:</b> Persistent class refusal	<b>Continuation of QFS and level 1 regulation strategies</b> Follow Risk Assessment Change of face Encourage sensory break Work away from the classroom Removal of class Intervention support from PSW	Can you help me understand...?  Tell me if I am getting this wrong...  As you were talking, I was starting to think that maybe...  It sounds like it's been tough...	Repeated incidents will be directly shared by classroom teacher with PSW delivering the intervention  PSW to complete lesson observations to ensure the intervention skills are transferable to the classroom and the RSP is being followed  RSP to be amended as appropriate  Restorative conversation	<b>Intervention:</b> <b>What skills are missing that need to be taught?</b> Intervention session based on specific needs and challenges presented <b>When:</b> Within 24 hours <b>Who:</b> PSW/ key adult	<b>All staff:</b> Needs and challenges logged on CPOMs <b>PSW:</b> Communication home to inform parent/carers of the intervention session <b>Reason and Repair:</b> PSW to share with classroom team on completion of the session <b>Intervention:</b> Intervention logged as an action within the CPOMs log
3	Class teacher/ PSW/ SLT	<b>Behaviour:</b> Physical harm to a student or staff member; persistent damage to property; deliberate damage to property; spitting; inappropriate use of technology <b>Language:</b> Use of homophobic, racist, sexualised language <b>Learning:</b> Absconding	<b>Continuation of QFT and level 1,2 regulation strategies</b> SLT intervention Positive handling Access to an alternative space Parental support		Additional interventions considered for example, parental meeting, EP, risk assessment, early annual review, CRS referral, police intervention (in agreement with parents)  Restorative conversation	<b>Intervention:</b> <b>What skills are missing that need to be taught?</b> Intervention programme to support needs and challenges <b>When:</b> Within 24 hours <b>Who:</b> Pastoral team <b>Reintegration meeting if appropriate:</b> SEND Consultant/ SLT	<b>All staff:</b> Needs and challenges logged on CPOMs <b>PSW in liaison with class teacher:</b> Communication home to inform parent/carers of the needs and challenges and intervention <b>Reason and Repair:</b> Pastoral Lead to share with all staff in debriefs/morning meetings <b>Intervention:</b> Intervention logged as an action within the CPOMs log

TA – Teaching Assistant

PSW – Pastoral Support Worker

SLT – Senior Leadership Team

DHT – Deputy Headteacher

**These lists are not exhaustive. Rewards and consequences will be issued at the Headteacher's discretion and on a case-by-case basis.**

## Reflection

Whilst every effort is made to focus on positive reinforcement and recognition of positive choices, Vermont supports pupils in understanding their responses (reason) and reflect (reconnect) through a reflection intervention. This intervention is tailored to meet the needs of each individual student and the needs and challenges that are being displayed.

On some occasions, it may be deemed appropriate to seek additional support from external agencies to support the reflection intervention. For example, the local authority, community PCSO, or a Child Resource Service (CRS) referral. All additional support will be in consultation with parents.

## Thrive

The Thrive approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social developmental needs of all children. It is informed by recent developments in neuroscientific research and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts.

## Praise and rewards

At Vermont, we recognise that praise and rewards are essential tools to motivate pupils, build their self-esteem, and reinforce the school's values.

Our praise and rewards system is designed to celebrate the success of every child. It is underpinned by the belief that continual praise of pupils' achievements is fundamental to establishing and reinforcing appropriate behaviours for learning and life.

We use a range of strategies to acknowledge and reward pupils including:

### Verbal and Written Praise

- Immediate, specific verbal praise for positive behaviour or achievements
- Positive comments in exercise books or home-school communication books
- Positive phone calls home to parents/ carers

### Classroom Rewards

- Pupils will work towards 'Golden Time' for effort, behaviour and work quality. Golden time is a period of time within the school day where pupils have the opportunity to play with different games or take part in chosen activities as an incentive to following our values
- Certificate of achievements during lessons and/ or assemblies

### Vermont Recognition

- Head Teacher's Award
- Special mention Award

### Dojos

Pupils are awarded Dojos for following the Vermont values and these can be redeemed daily in the Vermont shop

## Pastoral intervention and support

At Vermont, pastoral care and interventions form an integral part of school life. The pastoral team address emotional welfare through a holistic approach to student development.

The Vermont pastoral team aims are:

- To create and maintain positive relationships and a climate throughout the school within which pupils want to learn;
- To enhance the personal development, self-esteem and well-being of pupils in a safe and caring environment;
- To ensure pupils are getting the best opportunities possible to achieve their full potential;
- To promote and sustain responsible attitudes, behaviours and choices;
- To consistently and fairly implement the needs and challenges graduated response and rewards;
- To celebrate achievement and successes;
- To deliver a range of interventions to support all four broad areas of need.

## Physical intervention

All staff at Vermont are Securicare trained and those that hold trainer certificates are able to complete in house training for staff. The Securicare approach supports staff to recognise early signs of distress and to identify the functions and triggers to changes in behaviour, to promote early interventions and prevent further escalation in the behaviour. Where appropriate, risk assessment and strategies to disengage or prevent harm include physical intervention.

Physical intervention will only be used as a last resort within the guidelines of law and where it is deemed Reasonable, Proportionate and Necessary. Please see DFE guidance for physical intervention: [Use of reasonable force in schools - GOV.UK](#)

## Absconding behaviour

Vermont is situated on Vermont Close just off the Avenue which carries significant traffic in and out of the city daily. It is also a short walk away from the Sports Centre which has a range of outdoor activities accessed by the public.

Some children are unable to recognise situations that may cause a threat to themselves or others and may have learned a response to run away from situations which they do not like. Vermont recognises that a child who leaves the school premises without a staff member is putting themselves at risk, and the child may not perceive the potential risk.

Every day, all doors to the school are locked to support pupil safety. This does not prevent pupils from leaving the building but acts as a deterrent. Entry to the school site will be via the reception only.

A student who leaves the school site without permission will be monitored closely by members of staff whilst senior leaders and parents are contacted. If a student cannot be located and/or encouraged to return to school site, the police will be called.

For further information regarding absconding, please see our Absconding Policy.

## Permanent exclusion

A permanent exclusion is when a student is permanently excluded from the school and not allowed to return. Please see the Southampton Local Authority guidance: [Exclusions and suspensions](#)

Permanent exclusions will only be considered:

1. In response to a serious breach or persistent breaches of the school's behaviour policy
2. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## Prohibited and banned items

To secure the safety of all members of the community the following items are prohibited and banned.

### Prohibited items:

- Knives and any dangerous items including guns, water guns, nerf guns; sticks which can be construed as weapons or are likely to be used to commit an offence, cause personal injury or damage
- Fireworks or associated items
- Alcohol
- Drugs or drug paraphernalia
- Cigarettes, vapes, e-cigarettes or associated paraphernalia
- Pornographic images

Or, if you are unsure, please contact the school prior to sending your child in with the item.

### Banned items:

- Aerosols
- Laser light pointers
- Energy or fizzy drinks
- Chewing gum

## Mobile phones and smart devices

Vermont recognises that parent/carers may wish for their child to have a phone or smart device for safety reasons on their journey to and from school. These items are brought into school at the owner's risk and Vermont cannot take any responsibility for damage or theft.

Pupils are expected to hand their mobile phone and/or device into reception on arrival and this can be collected at the end of the day.

If a pupil refuses to hand their mobile phone into reception, parents/carers will be contacted to collect the device.

## Measure to prevent bullying including sexist, prejudicial and discriminatory behaviour, child on child sexual violence and sexual harassment

Vermont is committed to ensuring that everyone is included, respected and safe in our community. We do not tolerate any discrimination, harassment or victimisation that is sexist, racist, homophobic, or based on a person's religion or belief, gender reassignment, disability, or involves any hatred comments or actions (protected characteristics). [Equality Act 2010: guidance - GOV.UK](#)

All members of the Vermont community are expected to appropriately challenge this behaviour through regulate, relate, reason, reconnect and appropriate interventions will be put in place to support the pupils affected or both pupils if it is an incident between children.

## Allegations of Abuse

Any allegations of abuse should be reported to the Headteacher and will be dealt with according to the Staff Disciplinary Policy, Staff Code of Conduct and Staff Grievance Policy.

The Headteacher will ensure all concerns are investigated even if low level (not meeting a harm threshold). The Headteacher will liaise with the LADO for advice and support. If the allegation is against the Headteacher, then the COG, with Human Resource (HR) and Local Authority (LA) will progress the actions needed.

A member of staff may not be suspended during an investigation as other appropriate steps will be explored first. HR advice will be followed at all times.

Any allegations later found to be malicious or false may result in action being taken against the pupil or adult who has made these claims.

## What is bullying?

Bullying is a behaviour by an individual or group, repeated over time, that intentionally harms another individual or group. There are four types of behaviour that cause harm:

1. Physical – pushing, kicking, hitting, punching or any use of violence.
2. Verbal – name-calling, sarcasm, spreading rumours, teasing.
3. Emotional – being unfriendly, excluding, tormenting, (e.g. hiding books, threatening gestures).
4. Cyber – all areas of internet, such as email, internet chat room misuse. Mobile threats, text messaging and call. Misuse of technology, for example camera and video facilities.

The Anti- Bullying Alliance and its members have an agreed shared definition of bullying based on research from around the world over the last 30 years;

**'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.**

[Anti-Bullying Alliance - What is bullying?](#)

## In the context of our children and their needs

The pupils at Vermont School have a primary or secondary need in social, emotional and mental health. Some pupils have a diagnosis of ADHD, ASC, PTSD and some have experienced adverse childhood experiences. As a school we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils recognise bullying behaviour if they experience it, and they will not always have the social skills to communicate effectively. Equally not all pupils would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying.

We aim to support and teach pupils the skills to increase their social skills and understand what is meant by the definitions of bullying, helping to create an ethos of inclusivity and acceptance. This is achieved through the development of a bespoke curriculum approach taught through Personal, Social and Health Education (PSHE) and indirectly through cross-curricular themes.

## Reasons for this behaviour may include

1. Racist – Racial taunts, graffiti, gestures.
2. Sexual – unwanted physical contact or sexually abusive comments.
3. Homophobic – focusing on the issue of sexuality.
4. Disability – can be physical or learning disabilities.
5. Religious/Faith – harmed because of their belief in a certain religion or faith.
6. Sexist – demean, intimidate or harm another person because of their gender.
7. Transphobic – hatred or fear of people who are transgendered. Transphobic being described as someone whose sense of their gender or identity is seen as being different to the typical gender norms.
8. Social Class – targeted by others because of their social group.
9. Other – any other reason other than the above.

Under the **Equalities Act 2010**, it is against the law to discriminate against anyone because of:

- Age.
- Being or becoming a transsexual person.
- Being married or in a civil partnership.
- Being pregnant or having a child.
- Disability.
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex / gender
- Sexual orientation.

These are called '**protected characteristics**'.

### **Action Against Discrimination**

We recognise that pupils with SEMH needs may be more vulnerable to discriminatory bullying and may also express distress in ways that could be misunderstood. Our staff are trained to respond sensitively and appropriately, with a clear understanding of the social and emotional contexts in which behaviours occur.

### **In line with the Equality Act 2010 and our safeguarding responsibilities, we will:**

- Proactively challenge discriminatory language or behaviour in any form, including microaggressions, exclusion, and online abuse.
- Investigate all reports of discriminatory bullying thoroughly and sensitively, taking into account the emotional and mental health needs of those involved.
- Support both the targeted pupil and the perpetrator, recognising that pupils with SEMH needs may require structured intervention and restorative approaches.
- Record and monitor all incidents of discrimination, reporting patterns to the senior leadership team and governors.
- Involve families, external agencies, and mental health professionals where appropriate, to provide wraparound support and prevent recurrence.

- Educate pupils about diversity, inclusion, and respectful relationships, through the curriculum and PSHE sessions.

Our approach is restorative, supportive, and educational, aiming not only to stop bullying but also to build understanding and empathy.

### **The Law**

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, text messages or communication on social media platforms
- Hate crimes

Before reporting bullying to the police, parents/carers should report it to the school.

### **Signs and Symptoms of Bullying**

Adults should be aware of these possible signs, and they should be investigated if a student:

- Raises concerns regarding travel to school.
- Changes their usual routine.
- Is unwilling to go to school and begins to abscond.
- Shows changes in their emotional presentation – low mood, interrupted sleep, withdrawn, anxious, lacking confidence, or becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Shows a concerning use of the internet or social media.
- Feels ill in the morning or shows changes in their eating habits.
- Begins to make less progress in their academic studies.
- Has missing or damaged possessions or asks for additional money.
- Has unexplained injuries.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Bullying is not**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Pupils will be supported and encouraged to deal with these situations and develop social skills to repair relationships.

### **How bullying is dealt with when reported**

- Providing support and a safe base for pupils who feel unsafe.
- Encouraging pupils to tell.
- Always addressing matters in a timely manner.
- Seeing the person who is being bullied to discuss the incident.

- Seeing involved individuals to discuss the incident.
- Maintaining a non-judgemental approach, during investigations.
- Offering mediation.
- The expectation is that further bullying will not be repeated.
- Relevant interventions are applied in line with our Behaviour policy.

### The school's procedures to combat bullying are

The school takes several practical measures in order to discourage bullying and to promote an atmosphere of tolerance and respect. These include:

- Discussing the problems of bullying in the context of the personal development programme (PSHE).
- Holding staff meetings regularly in which the academic and social progress of individual children can be highlighted and discussed.
- Encouraging staff to be alert to changes in behaviour, friendship groups, punctuality and attendance.
- Using current affairs, historical events, drama and literature to raise awareness of bullying.
- Supporting the annual Anti Bullying Week to raise awareness.
- Staff are given 'pastoral care' induction sessions and updated on the latest trends in bullying through staff training days.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g., social skills groups, ELSA (Emotional Literacy Support Assistant), Saints Foundation.

In addition, the school has established pastoral procedures that encourage pupils to speak out when they either find themselves a victim of bullying or see others being bullied.

We recognise that sanctioning who bully may not always be appropriate. Consideration is given to the context of the incident when deciding on action towards children who bully. In the first instance, children who bully will be given the opportunity to learn from their mistakes and move forward with their peers. Involvement of parents and the use of other support networks may be appropriate at this stage. When sanctions are necessary to deal with bullying, they are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm they have caused and to learn from it. The sanctions will provide an opportunity for the pupil to right the harm they have caused. In cases of severe and persistent bullying the sanctions may ultimately include suspension. The school will inform and work with parents as required, advising them on the strategies to adopt, whether their child is being bullied or the one doing the bullying.

### Uniform Expectations

We recognise that consistent routines and a shared identity help create a calm, predictable environment for our pupils. We also understand that some children have sensory differences or additional needs that can make wearing certain clothing difficult. Our approach to uniform is therefore supportive, flexible and non-punitive, while still promoting a sense of belonging.

#### Our Approach

Wearing the school uniform is encouraged, as it:

- Promotes pride in the school community

- Builds a sense of belonging
- Is practical, comfortable and suitable for learning
- Helps reduce social pressures linked to appearance
- Supports safety during activities and off-site visits
- We do not sanction pupils for not wearing uniform.
- We use a positive reinforcement approach, awarding Dojo points to pupils who choose to wear their uniform.
- Staff work collaboratively with pupils and families to understand and support any sensory needs, trauma-informed considerations, or practical barriers that affect wearing uniform.

## Expectations

We ask that parents support the school by providing items from the uniform list and labelling all clothing. Uniform items can be purchased from supermarkets or second-hand retailers, with optional iron-on school logos available from the school office (£5 each).

## Uniform

- Black/navy jogging bottoms or skirt with school logo
- Pale blue polo shirt
- Dark blue jumper/sweatshirt with logo (no hoodies)
- Navy/black/dark grey shorts
- Closed-toe shoes or trainers

## Jewellery

- Only stud earrings may be worn.

## Hats and Hoods

- Hats and hoods should not be worn inside school unless agreed as a reasonable adjustment.

## Reasonable Adjustments

As an SEMH setting, we recognise that uniform can be a barrier for some pupils. We therefore:

- Work with parents and pupils to identify sensory-friendly alternatives that remain as close to uniform expectations as possible.
- Agree adjustments where needed (e.g., softer fabrics, different waistbands, altered seams, temporary non-logo items).
- Prioritise emotional regulation, physical comfort and readiness to learn above rigid adherence to uniform.

## Trips and Activities

While we encourage pupils to follow uniform expectations, we will never exclude a child from learning opportunities or school trips solely for not wearing uniform. Staff may encourage uniform for safety or identification purposes, but will work with families to find solutions where needed.

# Appendix 1: Regulation Support Plan

## Regulation Support Plan 2025-26:

Name	Class	Date:	Review 1:	Review 2:	Review 3:
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	Possible behaviours/ Triggers	Proactive strategies	
<b>Calm &amp; relaxed</b>		•	
		Proactive strategies	Reactive strategies
<b>Anxious, aroused or distressed</b>	•	•	•
<b>Challenging behaviour incident (crisis).</b>	•	•	•
<b>Calming down but still need to be careful</b>	•	•	•
<b>Holds</b>			



## Appendix 2: Risk Assessment

### Individual Pupil Risk Assessment

#### How to use this risk assessment form:

- a) Identify potential **hazards** (e.g. self-harm, flight risk, physical violence, damage to property).
- b) Identify **who may be affected** by the hazard (e.g. child, staff, other children, other adults)
- c) Determine the **severity** of the outcome
  1. Inconvenient/problematic
  2. Distress
  3. Minor injury/damage
  4. Major injury/damage
  5. Incapacity or death/total (property) loss
- d) Determine the **likelihood** of the outcome
  1. Very unlikely to happen
  2. Unlikely
  3. Possible
  4. Probable
  5. Certain to happen
- e) Calculate the **level of risk** (severity x likelihood)
  1. Low: 1-5
  2. Low Medium: 6-10
  3. High Medium: 11-15
  4. High: 16-20
  5. Very high: 21-25
- f) Identify what **control measures** are to be taken to reduce the risk and likelihood of harm

**This risk assessment is a dynamic document and should be updated when new or additional information becomes available.**

<b>Risk Assessment for</b>	<b>Date of birth</b>		<b>Year Group</b>	
	<b>Date devised</b>		<b>Review date</b>	
	<b>Devised by</b>		<b>Reviewed by</b>	

<b>Date</b>	<b>Hazard Identified</b>	<b>Who is affected?</b>	<b>Severity</b>	<b>Likelihood</b>	<b>Risk Level</b>	<b>Measures to control risk</b>
					Low Low Medium High Medium High Very high	
<b>Additional Observations:</b>						
					Low Low Medium High Medium High Very high	
<b>Additional Observations:</b>						
					Low Low Medium High Medium High Very high	
<b>Additional Observations:</b>						
					Low Low Medium High Medium High Very high	
<b>Additional Observations:</b>						

