

Behaviour Policy

September 2026

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Our overarching ambition is to create an inclusive school where children's behaviour is not only managed but is changed so that they become citizens that contribute positively to the communities they live in. We adopt a therapeutic approach to understand barriers children may have and empower them to take responsibility and find solutions with everyone's support.

At the heart of this policy lies our vision

Every child deserves a champion – we will never give up on you. We want you to achieve all the goals you set yourself and more!

We will insist you become the best you can possibly be in every way. We are **aspirational**.

We recognise no one is perfect. You will learn from your mistakes and we will celebrate these learning opportunities as we move forward together.

We are **resilient** and **reflective**.

There is an adventure in learning waiting for you. It's a long road ahead but we promise to make sure no path is blocked and no door is closed to you.

We are **determined** and positive.

Reading and inspirational experiences will take us further as we seek to rise above the ordinary.

This is learning without limits and will only happen when behaviour is exceptional!

Every day, in lots of different ways, our pupils ask: do I matter to you, do you notice me, do I belong here?

Yes, they do matter. Yes, we do notice them each and Yes, they do belong and we aim to show it every day.

Our school rules apply equally to everyone involved in our school: staff, pupils, parents and visitors.



They are reinforced continuously by teaching, modelling and a conscious policy of praise, thanks and encouragement.

What do we expect from pupils?

These are our norms

Pupils will be expected to:

- Children will move quietly and sensibly about the school, never running or shouting.
- Children will hold doors open for others.
- Speak politely to everyone else, using a calm, quiet voice.
- Greet, welcome and smile at all adults and other children as you pass them in the corridor or on school grounds
- Tuck chairs under their tables every time they leave their seat
- Follow instructions given by the teacher
- Show respect for the opinions and beliefs of others
- Wear their uniform with pride, not tying a jumper around their waist and shirts tucked in.
- Complete all class work in the manner required
- Show respect for the working environment keeping their work space organised and clutter free.
- Keep all four legs of the chair on the floor (no swinging) *(this may be a challenge for certain SEND groups such as ASD and adaption is made accordingly)*
- If asking a question, put hand up (no shouting out)
- Listen to someone who is speaking and look at them. *(this may be a challenge for certain SEND groups such as ASD and adaption is made accordingly)*
- Keep the locker area tidy and ensure bags, lunchboxes are stored safely
- Wait to the left opposite their lockers quietly to collect items at the start and end of the day.
- Children will respect others personal space.
- Keep the school tidy by using bins properly including picking up all things from the floor even if they are not responsible for them.
- When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave.
- Children will not get up from their seats in lessons for the teacher or TAs attention, eg. Showing work.
- Look after school property and respect the property of others
- No rough, boisterous play or contact is permitted.

Lunchtime specific:

- Children will not talk with food in their mouths.
- Children will use knife and fork developing expected etiquette.
- Children will clear their own plates and cutlery once finished.

All adults consistently, and at all times, remind children of 'norms' when they see them not being followed.

What do we expect from staff?

These are our norms

Staff will be expected to:

- Establish the norms in and around the school with all children so everyone knows what to expect
- Display the school rules prominently in every classroom
- Teach expected behaviour and routines in the same way the curriculum is taught and model practice reinforcing again and again!
- Expect nothing less than high standards and expect the best with no lost learning time
- Praise at every opportunity, immerse them in a school where good conduct is seen, recognised and expected.
- Greet and welcome all pupils individually at the door on arrival and after lunch
- Create a swift and purposeful start to lessons
- Contact parents with positive messages about children's behaviour where it is above and beyond.
- Contact parents as soon as concerns arise about a child's behaviour
- Reinforce clear expectations of behaviour
- Deliver suitably planned and structured lessons which meet all individual needs
- Show respect for the working environment, keeping the classroom organised and clutter free.
- Manage the class locker area and reinforce expectations for shared areas in school
- Speak politely to everyone else, using a low voice. (shouting should be avoided unless a member of the school community is in danger)
- Look smart and professional
- Deal with incidents of detrimental behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Follow the school rules: **respect, responsible and ready**
- **Model our vision and aims in order that we are exceptional at all times. We expect positive habits and behaviour will be shown by all.**

Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny. -Mahatma Gandhi

What do we expect from parents and carers?

Parents and guardians are expected to:

Most importantly: support, understand and uphold our policy. Teaching children to take responsibility within established rules they understand is important. It helps them feel safe and grow up to be a prosocial and well-rounded individual with positive self-esteem. It prepares them for life beyond school. We ask parents to enforce the necessary rules and limits alongside the school. Your children will thank you for it.

- **Work in partnership with staff to ensure positive behaviour is developed**
- Send children to school on time and maintain good attendance of at least 97%
- Send children with full school PE kit on PE and Swimming days
- Send children to school in full agreed school uniform
- Inform staff of any concerns or issues that impact on their well being
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work
- Trust us, as a school community, sometimes messages may be difficult to hear but please remember that we want the very best for your child
- Don't make excuses for your child's behaviour, every child tests limits, makes mistakes and pushes the boundaries from time to time. We are not judging you.
- Hold your child to account for their behaviours and actions.
- Establish healthy routines, limits and boundaries at home to ensure they are prepared for school each day.
- Encourage and support children to complete home learning expectations
- Follow and model the school rules: respect, responsibility and ready

We expect all adults in the school to conduct themselves appropriately as role models for the children.

The School and the Local Authority consider any threatening, abusive or violent behaviour to be a very serious matter. This type of behaviour causes extreme distress to all concerned and it is not acceptable. Aggressive and threatening behaviour will not be tolerated on school premises. Permission to be on School premises can be withdrawn.

Recognition of valued behaviour

Positive recognition for valued behaviour and learning is a focus and given priority at Polegate. Rewarding valued behaviour must be the norm and it is responsibility of all adults in school. It must be remembered that learning, progress and positive behaviour go hand in hand. Raising the self-esteem of every child is a priority. Children who are appropriately challenged and experience success feel a sense of achievement, pride and self-worth. Be generous with recognition of valued behaviour.

Learning

- **learning stickers** are for work. These are stuck onto their 'Learning without Limits' bookmark. After 10 learning stickers have been awarded the child is presented with a 'Learning without Limits' Certificate in Assembly.

Behaviour

- **House points**, coloured tokens are awarded for valued behaviour. A maximum of 1 token can be awarded at any time. These are collected in the classrooms then collectively put into their house tubs in the entrance and counted each week on a Friday. The winning house is announced in Monday's assembly.
- **The four houses** are: Phoenix- resilient, Pegasus - aspirational, Hercules - determination and Orion - reflective. School staff also belong to a house.

Any of the following:

Spotlight moment

This is an award which recognises a '**WOW**' moment for an individual child that week. These are personal and summarise one achievement.

Each week every class will have at least one spotlight moment but a maximum of two awards. This recognises huge success for an individual and should be unique to that child. This can reflect our school rules. It means that every child at Polegate is recognised for their own unique strengths and talents.

Spotlight Moment examples:

Showing resilience, determination or perseverance.

Outstanding piece of work in any subject

Going over and above to support other pupils



This is an inclusive award and there is no reason for any child to go unnoticed. It is likely all pupils will receive this award at least once in an academic year. Pupils are also able to earn more than one spotlight moment in an academic year.

Spotlight moments will be handwritten by teachers and handed to SLT by Friday afternoon for monitoring.

In addition, there are a multitude of other rewards

Other ways to recognise success

- Positive Phone call home
- Sending child to share good work/behaviour with another class / teacher / senior leadership team
- Work may be displayed in public areas around the school-special work boards.
- Mention in Termly Newsletter or X
- Wonderful work to share work termly
- Positive comments on child's work/ behaviour
- Showing good work in Class Assemblies
- Praise Postcards
- Polegate wristbands
- Publication of work on Seesaw
- Attendance awards and prizes.
- Golden housepoint (community commendation for something special outside of school eg. Calling ambulance, charity work)
- Publication of work
- Verbal thanks, praise, encouragement - in private – and in public
- Skills builder award (Skills Stars)

Dealing with detrimental behaviour

Class time

It is the responsibility of class teachers to deal with **minor incidents (Level 1 and 2)** which occur in the classroom or playground. Prevention is key to diffusing situations and preventing escalation staff will use many of the invisible stages to support de-escalation. Minor incidents may include, for example: throwing paper, calling out, not following instructions, incomplete class work, misuse of school property, running inside.

Use Behaviour Script:

I notice that you are.....(explain what it is...eg. Having trouble getting started)

It was the rule about... (respect, responsibility, readiness) That you broke.

You have chosen to.....

Do you remember last week when you (identify a positive behaviour) and that is who/ what I need to see today.

Thank you for listening.

If any of the above become persistent incidents or are multiple, frequent **Level 1 and 2 incidents** they must be recorded and passed to a Leader of Learning **at Level 3**. Detrimental behaviour in this category includes: Persistency of minor incidents as above, rudeness to staff, verbally aggressive behaviour to another pupil, leaving class without permission, being continually off-task, verbally aggressive behaviour to another pupil. **Persistent incidents of Level 1 and 2 behaviours must be recorded on Arbor by class teacher or leader of learning.**

Level 3, 4 and 5 behaviour incidents can be dealt with by the teacher, but must also be recorded on Arbor and raised with a senior leader if it is very serious. It is the responsibility of the Leaders of Learning to monitor pupils' behaviour across their team. They will become involved if a pupil's behaviour is causing concern. They will then discuss with class teacher and take appropriate action to support the class teacher.

Levels 4 and 5 behaviour incidents include:

Persistent Level 3 behaviour Bullying

Physical aggression towards a member of the school community, Hate incident:

-Race

-Gender

-Disability

-Sexual orientation

Intentional violence (biting, hitting, kicking), Refusing to return to class

If a child is not meeting the school expectations, then follow the Polegate School Behaviour Levels and Actions document

Behaviour Consequences

If the detrimental behaviour continues we expect staff to see the behaviour, see the child, gauge the context and act using professional judgement. Adults will be curious not furious about the behaviour and what the child is trying to communicate. Based on their knowledge of the child, adults will use their understanding of the child, the behaviour and what is being communicated to select the most appropriate consequence from the Polegate Behaviour Levels and consequences document. Coaching through reflect and reset will always be a feature of this. It may be necessary to use a combination of the consequences and support below:

- **Sent to another classroom with work** at their level to complete to give them time to calm. No blame, no judgement- this is a process. It helps to compartmentalise the incident to enable the child to move on and return after no more than 15 minutes. This is most powerful when it is in a different year group.
- **Natural consequence**, for example: repair the damage, tidy up. Unfinished Work is taken home to complete.
- **Write a letter of apology** only when the child understands the impact their actions/ choices had and has secure understanding of how to prevent it happening again.

- **Missed time at break or lunch** to complete work or reflect and think about their actions.
- **Reflect and Reset coaching conversation**, If any of the above have been applied then the child also needs to be kept in for 5mins of their playtime in KS1/ 10 minutes KS2 to have a Reflect and Reset coaching conversation in order for the child and adult to understand the specific difficulties and to empower the child to engage in the problem solving process so that they come up with a solution for themselves. This will enable longer term changes to behaviour. This discussion needs to take place with the adult involved.
- Following Behaviour Levels Parents to be notified and recorded on Arbor

On reintroduction to class or following a natural break the child should know it is a fresh start.

If the same behaviour is displayed repeatedly or is severe then a Risk Reduction Plan needs to be put in place involving the pupil, parents, teacher and senior leadership team. **Strategies will be bespoke to the individual.**

Exclusion- a decision to suspend or exclude a pupil permanently will only be taken: in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Dealing with detrimental behaviour

Break and lunchtime

Consequences for the playground should follow Polegate School Behaviour Levels flowchart.

1. **Verbal reminder** with an explanation of what they have done wrong linked to school rules.
2. **Discussion-** standing at the side of the playground for 5 mins KS1, 10 mins KS2.



I notice that you are.....(explain what it is...eg. Having trouble sharing with a friend, accepting the rules of the game...)

It was the rule about... (respect, responsibility, readiness) that you broke.

It would seem that... explain what (eg. sharing).....is hard for you.

What can you do to change this?

Do you remember when..... (you may want to identify a time when they were demonstrating the positive behaviour)

Thank you for listening.

Then allow them some take up time. Check this to make it clear.

3. It the responsibility of the adult dealing with the behaviour to complete a reflect and reset conversation. This member of staff will complete behaviour slip- send to teacher, where further action may be taken if required.

4. If the incident is serious (Level 3 or 4) then it may be necessary to send the pupil straight to a senior leader on duty in the ready to learn room where they will be given time to calm and reflect.

Any incident Level 2 or above will be fully recorded on a **Lunchtime Behaviour Slip** within reason. Any slips issued will be taken to the class teacher at the end of lunch so they are informed and can take any further action for example speak to the child's parents. These incidents will be recorded on Arbor by the class teacher.

Support structures for children causing concern

The following structures exist within the school to support pupils whose behaviour is causing increasing concern and previous actions have not successfully improved behaviour. This list is not exhaustive and a combination of strategies may be used tailored to individual need. In all cases parental involvement is essential.

Behaviour analysis

This is a very detailed audit and analysis of the behaviours displayed, frequency, time, triggers and responses in order to inform an action plan.

Pupil Voice

A pupil voice may be completed to understand thoughts and feelings of the child and potential triggers.

Referral to SEND Team or Placement on the SEN Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. It may involve a referral to an outside agency.

Involvement of ELSA or Talk Time Team

Polegate school has 2 trained ELSAs, as well as a talk time member of staff who can support families and children on an individual basis.

Pupil Support Plans or Report Cards

These plans are for pupils whose behaviours have declined or not improved.

Pupils are involved in identifying the area of need and strategies and interventions required to change the behaviour. These are reviewed at set points by staff and parents.

Bespoke Provision

When behaviours have deteriorated to such a level that it impacts on others learning and could result in exclusion the decision may be made to remove the pupil from class for a fixed time to receive nurture and a tailored curriculum. The benefits of this are it provides continued connection with the school with the ultimate aim of reintegration. This is alongside an identified support plan and or risk assessment.

Searching and Confiscation

(Guidance from the Department for Education 2022)

Searching can play a critical role in ensuring that school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteacher and teaching staff have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely

to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person

(including the pupil).

- tobacco and cigarette papers;⁴
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The use of reasonable force

(Guidance from the Department for Education 2026)

At Polegate School we do not advocate the use of reasonable force (restraint) but we are guided by DfE guidance and only use when absolutely necessary.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Appendix I – Polegate Behaviour Levels and Actions

	Level 1	Level 2	Level 3	Level 4	Level 5
Behaviour Types	Calling out/Interrupting Singular episode of Low level disruption Running inside Singular episode of Ignoring adult instruction Misuse of school property Singular episode of unkind remarks Not showing readiness to learn	Persistent Level 1 behaviour (2+ episodes) Leaving class without permission Disrespect to members of the school community Damaging property Rough Play Swearing Inappropriate remarks or comments	Persistent Level 2 behaviour (2+ episodes) Injuring a member of the school community deliberately Persistent rough play Continued challenge to authority Stealing Refusal to complete learning	Persistent Level 3 behaviour Confirmed case of bullying Physical aggression towards a member of the school community (biting, hitting, kicking) Hate incident: -Race -Gender -Disability -Sexual orientation Refusing to return to class despite intervention Spitting	Persistent stage 4 behaviour Persistent verbal abuse to staff or pupils Physical attack on a member of the school community Leaving school grounds without permission Threatening with weapon Dangerous behaviour which could result in injuring self or others Intent to damage property
Staff Involvement & Actions	Class Teacher Support Staff MDSA	Class teacher Support Staff SEN Team Inform Parents via email or telephone Record on Arbor Myconcern if applicable	Class Teacher Leader of Learning SEN Team Inform parents via email, phone or face to face meeting Create bespoke support plan/report card – agreed review date	HT/DHT/AHT SEN Team Inform parents via meeting Record on Arbor Myconcern as appropriate Safeguarding Risk Reduction Plan External Referrals to relevant agencies Pupil Voice	
Consequences	Visible Stages (Behaviour Steps) 1.Verbal Reminder 2.Warning of consequence 3.Move to Level 2	Invisible stages Lifeline Move Closer Praise others Tactically ignore Choices Now/Next Positive Language	Recorded on Arbor Reflect & Reset coaching conversation Missed lunchtime to complete missed learning Work in another class for a set period of time Report Card Natural Consequence – see behaviour policy	Ready to learn room for Reflect & Reset coaching conversation Internal exclusion Missed lunchtime Small Group intervention	Internal Exclusion Fixed Term Exclusion Permanent Exclusion

The system needs to be applied fairly and consistently however it may look different for different children particularly those on SEND register

Appendix II - Reflect and Reset Coaching Document

Reflect and Reset													
What happened?													
How did you feel? How might others have felt?	<table border="1"> <thead> <tr> <th>BLUE ZONE</th> <th>GREEN ZONE</th> <th>YELLOW ZONE</th> <th>RED ZONE</th> </tr> </thead> <tbody> <tr> <td>  sad  tired </td> <td>  happy  calm </td> <td>  frustrated  worried </td> <td>  angry  terrified </td> </tr> <tr> <td>  sick  bored </td> <td>  feeling ok  ready to learn </td> <td>  silly  excited </td> <td>  yelling  hitting </td> </tr> </tbody> </table>	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE	 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified	 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE										
 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified										
 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting										
What was the impact of your actions?													
Would you have done anything differently? Why?													
What would help to stop this happening again?	Is there anything you need to help you moving forward?												

Appendix III – Polegate Behaviour steps visual



Appendix IIII - Lunchtime behaviour slip

These must be completed by the member of staff that dealt with the incident but must also be checked by the class teacher and recorded on Arbor. This slip is only an internal recording mechanism. **The lunchtime slip does not go home.**

Lunchtime Behaviour Slip					
Completed by member of staff that dealt with the incident at lunchtime.					
Name	Class		Date		
Refusal to comply with adult instructions		Disruptive Behaviour/Rough play (mark which is relevant)		Damage to property	
Rudeness/Swearing (mark which is relevant)		Name Calling		Physical harm to others	
other					
Comments:					
Location:					
Playground/ field / dinner hall other:.....					
Reported by:			Initialed by Class Teacher:		

Please add enough detail to reduce the need for any conversation.

The class teacher will carry out the Reflect and Reset coaching session during the pupil's free time.

Appendix V - Behaviour Categories

We record incidents on Arbor to track patterns and trends and ensure we intervene early.

Type
<i>Any behaviour recorded will have been wilfully carried out and do not meet our school expectations of</i>
respect, ready and responsible
Refusal to work
Not following adult direction or instruction
Leaving class without permission
Disrupting learning of others
Abusive or insulting language
Theft
Racist insults
Homophobic language
Inappropriate sexualised behaviour <i>Record on Myconcern as well</i>
Injuring another member of school community <i>Staff and pupils</i>
Damaging property or intent to damage property
Extreme dysregulated behaviour incident Big incidents that are few and far between <i>Likely to be used for children already identified with a high level of SEND need, attachment, ACES</i>

Appendix VI – Bullying incident report

	Bullying Incident Report Form
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Pupil/s allegedly bullied:

Name	Age	Class

Tick✓

Gender: Male	SEN	GRT
Ethnicity	Looked-after child	Other:

Alleged perpetrator(s):

Name	Age	Class

Tick✓

Gender – Male	SEN	GRT
Ethnicity	Looked-after child	Other:

Witnesses to the incident:

Adults:

Pupils: -

Was this incident reported to a Senior Member of Staff?

Parents/carers of alleged bullied pupil/s informed:	Date:	How were parents informed?
Parents/carers of alleged perpetrator informed:	Date:	How were parents informed?

Date of incident:		
Time of incident:		
Location of incident:		
Nature of incident, identify details of any injury or damage to property, etc.		
Tick any behaviour observed: ✓		
Racist:	Sexual/Sexist:	Homophobic/biphobic, transphobic:
SEN/Disability:	Social: x	Other:
Cyber Bullying:		
What Action was taken?		

Outcomes:

Consider:
 What is not bullying?
 *Mutual Conflict
 *Single Episode
 *Social rejection or dislike

Is this a bullying incident: No/Yes

Parents informed of outcome: _____
 How? Telephone/In Person/ Letter
 Date: _____
 Member of Staff: _____

Appendix VII – Bespoke Pupil Report Card



Pupil's Name _____

	8:15- 8:45 Start of Day	8:45 – 9:30	9:30-10:30	10:45-12	Lunchtime	1-2	2 – 2:45	Reward Time
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



X will follow the school Golden Rules. For the sessions X shows their best learning, X will get a tick. If X gets X ticks (to be decided bespoke for child), X will earn a reward at the end of the day.

Agreed Actions: (Bespoke to Child)

1. I will not leave class without asking
2. I will respect my adults
3. I will follow the three Rs

Appendix VIII – Parent Alert Slips

All parent alert slips are saved on the staff drive

Uniform Alert Letter



Date _____

Dear Parent/Carer,

We have noticed that _____ is not wearing the correct school uniform. If you are unsure of the uniform expectations, please have a look at the school handbook on the school website:

<http://polegateschool.co.uk/about-us/handbook/> p.15

The item we are referring to is:

- ☐ School shoes
- ☐ shirt
- ☐ skirt
- ☐ trousers
- ☐ hairstyle
- ☐ other _____

If you remain unsure or you have difficulties, we are unaware of, please contact your class teacher.

We expect a high standard of dress from our pupils and strongly encourage the wearing of School Uniform as this helps to foster a school identity. We believe that children should take a pride in their appearance as this encourages positive attitudes.

Yours sincerely



Deborah Jones
~~Headteacher~~



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