

POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Chris Sanderson – Director of Academic Compliance and Policies

Policy approved by: Robert Berry – Director of Operations

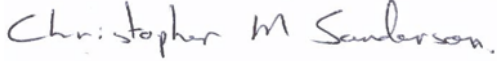
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Reviewer's Signature: 

Approver's Signature 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Scope

This policy applies to all pupils, parents and staff at Riverston School including Early Years (EYFS), Senior School and College. It has been written with due regard to Behaviour and Discipline in Schools Act (2016) and The Equality Act (2010).

This policy has been written with due regard to the duty of proprietors, under Section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimism.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, The School will consider whether a multi-agency assessment is required and act accordingly.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, and Disability Policies.

Policy Aims

- To promote good behaviour, self-discipline and respect;
- To promote an environment where everyone feels safe, valued and secure;

- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract / report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils property if required.

Confiscation of Property

If it is deemed necessary to confiscate a pupils property then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy.

Administration of major punishments will be recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

Fixed Term and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at School (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the School community or the reputation of the School, the School may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the School's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or for a fixed-term, the School will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the School and any member of the Riverston School community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School.

For the purposes of this policy “at the School” means each of the following:

- On School premises;
- anywhere where a pupil is engaged in an activity organised by School staff or anyone acting on behalf of the School; and
- whenever and wherever the pupil is wearing school uniform or other clothing which identifies him / her as a Riverston School pupil, including when travelling to and from the school.
- in any other way that makes them identifiable as a pupil of the school.

“serious misconduct” means :

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the School, or acting on behalf of the School
- serious misuse of School facilities
- repeated breaches of the School Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the School.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he / she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he / she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion and whether it is temporary or permanent
- Reasons for the exclusion
- Parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the School's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head
- The student will be given work to do at home for the first five days of a fixed term exclusion

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

The School will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities.

Liaison with Parents, other Agencies and Schools

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil.
- When pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives.
- The policy is available at all times on the school website.

- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Interpretation

In this policy, the term "senior manager" means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.

Appendix 1 - School Rules

To be adapted by each school

Guidelines to pupils at School; Expected behaviours:

- Having clean shoes, the correct uniform and my shirt tucked in.
- Wear smart black school shoes.
- Get your haircut regularly
- Tie your hair back if it is shoulder length or longer.
- Label your books, equipment and clothing with your name.
- Keep your daybook tidy, neat and up to date.
- Ask your parent or carer to sign your daybook every week.
- Arrive at school by 8:25am every day.
- Use the pedestrian pathway and zebra crossing when in the car park.
- Put litter in the bin, recycling in the recycle bin and keep the school tidy.
- Use proper table manners and cutlery in the dining hall.
- Hand in anything valuable into the front desk when you arrive in school, such as headphones or chargers.
- Hand your phone into the front desk when you arrive into school.
- Being kind and thoughtful to the other people in the school.
- Following adult instructions first time.

Classroom Guidelines

Expected behaviours

- Putting my hand up
- Following instructions
- Waiting my turn to talk
- Using a calm voice

- Ignoring distractions from other students
- Asking for help
- Being kind
- Trying my best
- Keeping unkind thoughts in my head
- Taking care to try and make my work neat.
- Hand my homework in on time.
- Write all my homework in my daybook.
- Asking for help when I am finding something hard.
- Bringing a pen to each lesson.
- Bringing equipment I may need, such as a ruler and pencil.
- Bringing the correct books to my lesson.

Appendix 2

EYFS

In our discipline we should be positive, encouraging and caring and to set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention among the group or class to the work or behaviour
- Positive comments written on child's work and/or in Home/School contact book
- Award of a star or sticker for work or behaviour
- Award of a certificate in a weekly celebration assembly
- Nomination for Rights Respecting Schools Award golden ticket
- Golden time (Years 1 & 2)

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- Re-directing children
- Early intervention
- Anticipation and elimination of potential problems

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- A reprimand
- A warning of the consequences if the misbehaviour is repeated

- Temporary separation of a child from main group
- Missing part of playtime
- The loss of a privilege, e.g. doing a free-choice activity
- Persistent misbehaviour would require liaison with the child's parent or guardian
- In extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

Incentives

Our policy at Riverston School is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Principal/Head of Primary/Head of the relevant section of the school, to show special achievements.

Rewards system

All students take part in a House system in which students earn House Points for their House (see Appendix B). The top 20 students who received the most House Points throughout the year are rewarded with a trip out at the end of the summer term.

Students who produce outstanding work in a particular area will be awarded a subject postcard and 5 house points. The postcard will be sent to the student's home so that parents/carers can share in their achievement.

The school operates a system of rewarding examples of the 7 Olympic values, as well as three additional values regarded as important to demonstrate within our school and the wider community. These values are: **determination, courage, respect, friendship, excellence, inspiration, equality, resilience, integrity** and **responsibility**. Each student receives a sticker denoting the value they have shown from the headmistress and this is placed in their Day Book. This is further rewarded by 10 House Points and a postcard is sent home to parents celebrating their achievements. Each week a "value" is given particular focus and this is announced by the headmistress in Assembly on Monday morning.

Our discipline at Riverston School aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The pastoral care system at Riverston School is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally led by the form teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or

encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Sanctions

Warning system in class

The warning system is best delivered visually, using a tally chart on a board or visual cards for individual students. Each student has a list of 'unexpected behaviours' in their daybook as well as the behaviours being on display around school.

The concept of the warning system is to respond to behaviour in the immediate. This is a more effective approach than applying a sanction that will only be in practice enacted sometime later. It is to ensure students immediately reflect on their behaviour, and can then move on and not allow it to affect their entire day with the specter of a detention hanging over them.

For an incident of unexpected behaviour deemed as minor a student will receive one warning. A list of possible behaviours which warrant a warning are as follows:

- Repeated calling out
- Distracting other students
- Not following instructions
- General silly behaviour
- Arguing
- Answering back
- Saying something unkind
- Inappropriate language
- Winding up other students
- Lack of effort in classwork
- Refusal to complete a task

When a student receives 3 warnings they are asked to leave the class and go to the RTC (Responsible Thinking Centre). This is because, at 3 warnings it can be deemed that the behaviour of the student is disrupting the learning of the rest of the class. It is also clear that due to the repetitive nature of the behaviour, the student needs immediate input and intervention in order to tackle the cause.

Once in the RTC the student will need to wait for a member of staff to become available. They will need to complete a 'Responsible Thinking Form' with that member of staff. This could be completed with a member of the pastoral team or a member of staff from the

classroom who has accompanied them to the RTC.

The Responsible Thinking form is designed to encourage the student to consider the impact of their behaviour on both themselves and those around them. Once completed to a satisfactory standard the student can return to class. The form itself will be logged as well as being sent home to the parents.

It is possible for a student to be sent to the RTC for one major incident of disruption and without warnings depending on the severity of the behaviour.

Students who are sent out 3 times in one day will be internally excluded for a minimum of half a day. This is because they are deemed to be too disruptive to remain in lessons and are having a detrimental effect on other students' learning. During this time input from the therapy team and discussion with parents will be had to put an effective plan in place in order to support a change in the behaviour.

If teachers deliver warnings in lessons, they should email the pastoral team notifying them of such. This gives the opportunity to review a student's behaviour and spot low level disruption across all lessons even though it has at no time warranted being sent out.

It is also the class teacher's responsibility to

- a. Ensure the RTC supervisor is aware of the exact reasons a student is sent to the RTC.
- b. Ensure that the student sent to the RTC is set the work they have missed for homework or during lunchtime (this is especially important to ensure students are not deliberately getting sent out to avoid doing work).

Years 7 – 11

The basis of this code of conduct is mutual respect. Pupils at Riverston School have a right to expect a well-ordered environment that is conducive to study. This right can only be provided in circumstances where all individuals accept their obligation to honour the Code of Conduct.

1. Riverston School is the place you come to work. You should always try to do your best by listening to teachers and to other students. Do not prevent others from learning.
2. You should treat everyone with politeness, courtesy and respect. Do not use language that is abusive, offensive and rude. You should not shout, call out, interrupt or answer back.
3. You should care and look after the school, the people in it and all the equipment. Do not drop litter.
4. You should think about your safety and that of others. You should not run inside the buildings.

5. You should remember to bring all necessary equipment to each lesson.
6. You should be punctual to all lessons and settle quietly to the task in hand.
7. You should complete all work and homework on time.

Detentions

Detention run by subject departments normally by the teacher setting the detention. Form Tutors may also set detentions for poor punctuality or other misconduct not specifically in class. Failures to do homework and to hand it in the next day the tutor results in a student having to attend a lunch time detention (yellow).

Detentions are recorded in the day book. They should be communicated to the student's Form Tutor and where the detention is between a legal session of schooling, i.e. at lunch the parents or guardians must be informed by e-mail or phone call.

Academic sanctions

A yellow sticker equates to a 30 minute lunchtime detention. The purpose of a yellow sticker is to catch up on work missed through poor behaviour, lack of effort or non-attendance in class. If a student fails to complete their personal expected amount of work because they are not trying or are distracted, they must catch up at lunchtime.

Equally failure to complete homework will result in a yellow sticker. A yellow sticker can also be used to sanction tardiness to lesson. This is based on the idea that if a student is late without valid reason they are missing learning time and so need to catch this up.

A yellow sticker detention must always have work set by the teacher who has applied the sanction.

When a yellow sticker is given, an email detailing the reasons must be sent to the pastoral team. A text will be sent home by the school office.

When three yellow stickers are received in one half term, the student will be referred to the Director of Studies to review academic progress and performance.

Major incidents

A red sticker is applied to those students with more cognitive awareness of their behaviour choices, who commit a more severe offence against the school rules.

A red sticker may be applied for:

- Repeatedly committing the same offence (e.g. repeatedly turning up to lessons chewing gum, despite being told not to).
- Swearing or foul language.
- Extreme unkindness.
- Extreme rudeness.
- Damaging property.

A red sticker may also be used to deliberately exclude a student from lunch time, as the student's behaviour has been challenging during this time.

A red sticker should be reserved for more serious behaviour incidents, and for those students who are aware of their behaviour and able to reflect on it through sanctioning and deterrents.

School Monitoring Reports

The School uses a variety of strategies and reports to help support students in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their Form Tutor or mentor.

Lateness

Pupils arriving late after registration must sign in at Reception. This will be recorded on the registration system for the teacher to see.

Uniform

Pupils coming into school with incorrect uniform will be given the option to borrow an item of uniform from school. If a pupil is wearing outside clothing within a classroom, then it could be confiscated until further notice. Parents will be contacted by the school. Inappropriate or offensive slogans and images are not permitted on any clothing.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and the pupil will be sent home immediately. This extends to any time that the student is on a bus operated by the school, waiting in a car park or other pick-up and drop-off points. The school reserves the right to consider with parents a disciplinary sanction where a child is seen smoking whilst in our school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, he/she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

Illegal Substance Abuse

If a pupil is suspected of using any illegal substance, within school time, the school reserves the right to give the pupil involved a drug test. If tested positive for any Class A and/or B

drugs, then the pupil will be dismissed instantly. If the pupil tests positive for cannabis, then the school will monitor his/her punctuality and general behaviour until a second random drug test is given (typically within a month). If the pupil tests positive for a second time, then he/she will normally be asked to leave the school.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to comply with the law or to act in the best interests of the child's health and welfare.

Mobile Phones

Mobile Phones may only be used in lessons for an educational activity and only if directed by the class teacher. Students should hand their mobile phones in upon arrival to school to the member of staff supervising their specific entrance. They will collect their mobile phone as they leave the premises. Students are not permitted to use mobile phones when travelling between buildings or sporting venues.

Failing to hand your phone in without specific permission and/or inappropriate use of mobile phones, including taking pictures, videos or other recordings will result in the phone being confiscated and given to a member of SMT. The phone can be collected from the member of SMT at 4.00pm on the same day. Repeated use or misuse of the phone will result in the parents and the child being informed that either the parents must not allow their child to bring a phone to school.

Sixth Form Discipline System

Guidance on Behaviour

The overriding principle in the Sixth Form is to treat students like young working professionals, and to broadly follow the approach of the workplace. Students are expected to adhere to the reasonable practices and expectations of punctuality, politeness, respect for colleagues and to maintain a cooperative attitude at all times.

Discipline

- Mobile phones are an excellent learning technology when used appropriately and responsibly. Inappropriate use will result in the withdrawal of privileges. Smoking is not permitted in any building, on the school premises or on the journey to or from any school premise or any activity relating to the school.
- Any student responsible for any criminal act will be asked to leave the school.

General Expectations of the Sixth Form

Smoking and bringing, or consuming, alcohol on school premises is strictly prohibited, as is taking any illegal substances. The school has a very stringent policy on these and it will be rigorously applied. Any pupils caught in possession of any illegal drugs will be excluded from the school immediately.

Sixth Form Dress Code

The appearance of Sixth Formers is important to the way they are perceived by the school as a whole, as well as to society.

- Students may wear a collared shirt, either short or long sleeved with a plain design.
- Students are encouraged to, but not required to wear a tie. Tie design must be appropriate to a formal setting.
- Students may wear a blouse with a collar, either short or long sleeve with a plain design.
- Students are permitted to wear a plain jumper either black, blue or grey. No hoodies, large logos or slogans are allowed.
- Plain black, blue or dark grey trousers or skirt may be worn. Trousers should be chinos or suit trousers. Skirt must be formal and no shorter than just above the knee. Jeans and leggings are not permitted, aside from exceptional circumstances identified as such by a member of staff (e.g. dance and performing arts).
- Tights must be plain, natural or dark coloured.
- Long summer dresses are permitted. Patterns and colours should be appropriate to a formal setting.
- Footwear should be formal and plain neutral colours. Leather or suede shoes are permitted. Sandals must have backs. No stilettos or flip flops are allowed. In some exceptional circumstances, plain black trainers will be permitted.
- Tattoos must be covered.
- Stud earrings and one small and discreet nose stud are acceptable. All other piercings are not allowed.
- A moderate amount of discreet make-up is permitted.
- Haircuts and hair colourings should not be extreme and should be appropriate to a formal, professional setting. The Senior Leadership Team reserve the right to determine if a style is deemed extreme. Students who plan to get extreme fashion haircuts or unnatural colouring should consult with SLT prior to doing so.

Students are permitted to wear Riverston College PE kit as an alternative to smart formal attire. This should consist of Riverston tracksuit, Riverston PE shorts and Riverston polo shirt. Trainers should be worn.

For formal events, all students will be expected to wear a formal jacket and collared shirt / blouse.

Interpretation

In this policy, the term “senior manager” means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

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