



### **Promoting Positive Behaviour Policy**

<b>Owner(s)</b>	Director of Junior School & Director of Pastoral Care
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This applies from PRELIMINARY-KS5  
**Promoting Positive Behaviour Policy**

**INTRODUCTION AND RATIONALE**

At Queen's Gate School we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, kindness, respect and tolerance and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop teamwork and leadership through our curriculum, extra-curricular activities as well as our house system and prefect and pupil voice committees.

Queen's Gate's Mission Statement specifies that we nurture 'sound values and individuality within a supportive atmosphere'; this aim is inextricably linked to a safe environment, in which a key element is day-to-day behaviour of girls and staff.

Queen's Gate School is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world. We treat our pupils and their parents with consideration and respect and we expect them to reciprocate. Allegations of bullying, harassment, victimisation and discrimination are investigated promptly and thoroughly. Any kind of bullying, harassment, victimisation or discrimination, whether inside or outside of School or on-line, is unacceptable and will not be tolerated. The School keeps a record of any incidents.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School has met all the necessary conditions to take up an exemption from the learning and development requirements in the EYFS from 2021; however, this is not an exemption from the EYFS safeguarding and welfare requirements. Therefore, it is necessary to name our designated staff member responsible for behaviour management in our Preliminary class: Miss Elspeth Allan.

**OUR PRINCIPLES**

In using this policy staff and pupils at Queen's Gate will have regard for the following underlying principles:

1. We will at all times strive to promote learning and understanding as the central features of the school.
2. We will strive to create a harmonious, inclusive and kind community - free from prejudice, harassment and bullying.
3. We will ensure that we maintain a healthy, safe and pleasant environment.
4. We will strive to understand the effects of our actions on others;

5. We will promote and reward behaviour which leads to the fulfilment of these principles.
6. We will discourage and take action against inappropriate behaviour that harms individuals or the community.
7. We will review our policy regularly and listen to the school community.

## **THE ROLE OF PARENTS AND GUARDIANS**

Parents are expected to work in partnership with the School to maintain high standards in approaches to learning and behaviour through:

- Ensuring their child is punctual to school, fully prepared for learning and adhering to uniform/dress code requirements;
- Actively encouraging their child to observe the Code of Conduct and associated policies and procedures including the Mobile Phone Policy and Acceptable use of ICT;
- Actively supporting the School's procedures for acknowledging and celebrating students' success;
- Ensuring high levels of attendance for their child with absence for reasons other than ill health or other emergency circumstances, agreed with the school in advance.;
- Maintaining good communications with the School;
- Actively supporting the School when sanctions and support interventions are applied;
- Actively encouraging their child to show respect for school property.

When signing the Parent Contract, parents and guardians agree that their child will comply with the School Code of Behaviour and undertake to support the authority of the Principal in enforcing it in a fair manner that is designed to safeguard the welfare of the School community as a whole.

We are always happy to consider suggestions from parents and hope that parents and pupils find the School responsive and open-minded. The School has a number of support systems in place to meet the needs of all pupils; these include additional support, mentoring and going 'on report'.

## **THE JURISDICTION OF THE SCHOOL**

A pupil who breaks the rules of the school or the law of the land during the school day, or at other times, when they are the responsibility and within the jurisdiction of the school, e.g. an evening social event, school matches or an organised trip, will be sanctioned by the school. This includes the use of ICT outside the school day or term time which harms members of the school or brings the school into disrepute. If appropriate, the matter will be referred to the Police.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusions Policy and the police will be informed should this be necessary.

### **SCHOOL CODE OF BEHAVIOUR**

Queen's Gate School's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct. (Please see the Code of Behaviour for Junior School and Senior School pupils appended to this policy.) The School Codes of Behaviour are designed to encourage positive behaviour and self-discipline.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

Our aim is to reward and encourage good behaviour through a variety of ways.

### **Promoting Good Behaviour**

At Queen's Gate School we promote good behaviour through:

- Personal example,
- Consideration of one another,
- Respectful language
- Assemblies
- PSCH and Form Times

Rewards include:

- Verbal praise
- Letters or postcards
- Mention in Assemblies and newsletters,
- Merits, commendations, certificates, QG Awards, cups, prizes or selection for special days out.

### **Sanctions**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Code of Behaviour at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Code of Behaviour. Sanctions also help us to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal, for her part, undertakes to apply any sanctions fairly, reasonably and proportionately where appropriate, and after due investigation has taken place. Sanctions may undergo change from time to time. Examples of sanctions include:

- Order Marks
- Going 'on report' to support and rectify poor behaviour or work
- Regular meetings or updates to parents to keep them informed of progress and behaviour
- Detention during the week or on Saturdays
- Withdrawal of privileges, for example going out at lunch-time

- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as tidying the PE store
- Withdrawal from a lesson, School trip or team event
- Suspension for a specified period, required removal or exclusion.
- Behaviour contracts

Appendix 3 contains the 'What happens When We get Things Wrong' document that is shared with pupils. This would be the usual pathway of escalation for sanctions, however, at Queen's Gate each pupil is considered as an individual and where there are good reasons to do so a different route may be followed.

Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in School. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding/Child Protection Policy. Further, no unacceptable, excessive or idiosyncratic punishments should be used including any punishment intended to cause pain, anxiety or humiliation. Staff should use the sanctions available to them in calm and fair manner explaining their application to the pupil in calm and rational tone.

### **SERIOUS MISCONDUCT**

The following are examples of misconduct that will normally be regarded as serious misconduct which may warrant suspension, removal or expulsion:

- Possession, use and/or supply of certain drugs and solvents, alcohol or tobacco, or their paraphernalia or substances intended to resemble them
- Theft, blackmail, physical violence, intimidation, discrimination or bullying, including cyber-bullying
- Verbal abuse/threatening behaviour against any other member of the School community, whether in person or online, including the use of any form of hate speech
- Misconduct or harassment of a sexual nature; supply or possession of pornography
- Possession or use of unauthorised firearms or other weapons
- Vandalism or damage to school property
- Misuse of the School's IT systems, e.g. computer hacking, bringing illegal software or viruses onto the system
- Conduct which puts the safety of any other person in jeopardy, or which poses a threat to, or harms, any member of the School community and/or the public and/or may harm the reputation of the School.
- Committing a criminal offence
- Persistent attitudes or conduct which are inconsistent with the ethos of the School
- Persistent breaches of the School's Behaviour Policies.

This list is intended as a guide and is not exhaustive.

Serious misconduct will be dealt with by reference to the School's Exclusions Policy.

Where a pupil receives more than 25 order marks in an academic year The Principal may need to consider whether a suspension may be appropriate. Suspension is used as a sanction where a pupil's behaviour has gone well beyond that which is acceptable within the Queen's Gate community; it serves as a reminder of where the boundaries lie. In these circumstances the pupil is temporarily excluded from School. Such decisions would be made by reference to the School's Exclusions Policy.

Serious misconduct outside of school (including online) will be dealt with in accordance with the School's Exclusions Policy and the police will be informed should this be necessary.

### **CHILDREN WITH ADDITIONAL NEEDS**

Queen's Gate recognises that pupils with special educational needs or disabilities (SEN/D) or an Education Health Care Plan (EHCP) and looked after children are particularly vulnerable to sanctions, including exclusion. The Pastoral team, the Director of the Junior School and the Principal engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, we liaise with foster carers or children's home workers as well as the local authority that looks after the child. In the case of behavioural issues, we assess the suitability of the support currently being offered, consider what additional support might be effective and whether an alternative placement might be required.

Specifically, in relation to poor or missing work from pupils with additional needs, Year Heads or Heads of Section follow up when an Order Mark or Detention is issued and work with the girl to ensure that an assignment of a good standard is handed in and that the girl understands how to improve her performance and avoid further sanctions. We liaise closely with parents or guardians in these circumstances.

### **SEARCHES**

Information on how searches are conducted is contained within the School's Exclusions Policy.

### **BEHAVIOUR ONLINE**

Information on Queen's Gate's expectations in relation to pupil behaviour online can be found in the ICT Acceptable Use Policy – Pupils.

### **DRUGS AND SUBSTANCES, ALCOHOL, VAPING AND TOBACCO**

For information in relation to behaviour and these specific areas please see The Alcohol and Tobacco Policy, The Drugs and Substance Policy and the Exclusions Policy.

### **Malicious Allegations Against Staff and Pupils**

If a pupil is found to have made a malicious allegation against another pupil/pupils or a member of the school community this will be dealt with by reference to the Anti-Bullying, Safeguarding and Exclusions Policies.

## **COMPLAINTS**

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure Policy is on our website. We will send you copies on request.

## **MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning or problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. If patterns are identified, the School will decide on the appropriate course of action, which may include more staff training, incorporating learning points into pupils' PSHE/RSE lessons, or amending this policy.

This policy is reviewed biennially.

### **Associated policies:**

Safeguarding Policy

ICT Acceptable Use Policy – Pupils

Anti-Bullying Policy

Discipline and Exclusions Policy

Use of Force to Restrain Pupils

Alcohol and Tobacco Policy

Drugs and Substance Policy

## **Appendix 1**

### **Junior School Code of Behaviour**

*The Queen's Gate Junior School Code of Behaviour is subject to regular review by the Director of the Junior School and School Council to ensure it remains relevant and meaningful for our pupils. It is intended as a shared set of expectations that all pupils understand and follow, out of respect for their education, others and themselves.*

#### **1. Value your education**

- Listen to your teachers and follow their guidance
- Help your teachers make the most of the learning time available by ensuring classrooms are left ready for lessons
- Give of your very best in every lesson
- Remember that learning is a marathon not a sprint; we all learn from our mistakes
- Take responsibility for your learning: come to your lessons fully prepared with the equipment and mindset you need to get the most out of the lesson, complete your homework carefully
- Look to extend your learning beyond the classroom: join clubs, read books, attend exhibitions and concerts, visit galleries - remember that your education is not just what happens in lessons
- Show your respect for the education process by following the dress code

#### **2. Value others**

- Be inclusive; create groups where all are welcome
- Speak about others with kindness and respect, saying only what you would say to them directly
- Move around the building with care for your surroundings, particularly other members of the School community
- Welcome guests to the School with warmth and courtesy
- Respect others' possessions: do not open desks, lockers or bags that do not belong to you
- Make safety a priority: do not bring in any items, make any decisions, or take any actions, that might cause harm to others
- Listen to others and respect that not everyone will have the same opinion

#### **3. Value yourself**

- Set yourself the highest standards of conduct, and aim to meet them
- You are precious: do not do anything that might put yourself at risk of harm
- Resist the temptation to allow yourself to be distracted by digital devices; enjoy being in the present for your time with us: it will pass more quickly than you think
- Act with honesty and integrity, and remember that your views are important to us
- Know that there is no such thing as being a bystander: if you are there, you are taking part, and you will be considered accountable for your choices
- Believe in your capacity to create your own success: do not rely on others to do the hard work for you
- Dream big dreams, and know you can achieve them



**1.**

**Junior School Sanctions Grid**

The following grid is an illustration of how sanctions are usually applied and is to be seen as a guide only. All staff are encouraged to use their discretion when using this schedule of consequences in order to provide the most appropriate response in the circumstances and to take into account the needs of the girl(s) involved. If necessary, misconduct in the Junior School may be dealt with under the Discipline and Exclusions Policy, a copy of which is available on the School website.

<b>Offence</b>	<b>First occurrence</b>	<b>Repeated occurrences</b>
Talking in class	Verbal warning	Further verbal warning. Only issue order mark if verbal warnings appear to have no effect. Alert DIRECTOR OF THE JUNIOR SCHOOL
Failure to follow instructions (lining up, arriving punctually, etc)	Verbal warning	Further verbal warning. Only issue order mark if verbal warnings appear to have no effect. Alert DIRECTOR OF THE JUNIOR SCHOOL
Forgetting equipment (other than homework – stationery, uniform, etc)	Verbal warning	Further verbal warning. Only issue order mark if verbal warnings appear to have no effect. Alert DIRECTOR OF THE JUNIOR SCHOOL
Running around school	Verbal warning	Order mark. Alert DIRECTOR OF THE JUNIOR SCHOOL
Forgetting homework	Verbal warning	Order mark. If a pattern emerges, alert DIRECTOR OF THE JUNIOR SCHOOL
Bringing items to school which are	Confiscation and warning	Order mark. Alert DIRECTOR OF THE JUNIOR SCHOOL

not permitted (toys, etc)		
Swearing	Alert DIRECTOR OF THE JUNIOR SCHOOL. Order Mark	Conduct mark
Violent, aggressive or <u>deliberately</u> rude behaviour	Order mark (unless very serious, in which case, conduct mark and/or further sanctions (see Exclusions Policy). Alert DIRECTOR OF THE JUNIOR SCHOOL	Conduct mark (issued by DIRECTOR OF THE JUNIOR SCHOOL) and/or further sanctions (see Exclusions Policy).
Exclusionary behaviour	Investigation. Order mark if proved. Log as bullying-type behaviour.	Conduct mark (issued by DIRECTOR OF THE JUNIOR SCHOOL) and/or further sanctions (see Exclusions Policy).
Interfering with others' property	Investigation. If deliberate and calculated, order mark and logged as bullying-type behaviour. Alert DIRECTOR OF THE JUNIOR SCHOOL. If accidental or thoughtless, verbal warning.	Order mark/conduct mark
Other bullying-type behaviour	Investigation. If deliberate and calculated, order mark and logged as bullying-type behaviour and/or further sanctions (see Exclusions Policy). Alert DIRECTOR OF THE JUNIOR SCHOOL. If accidental or thoughtless, verbal warning.	Order mark/conduct mark and/or further sanctions (see Exclusions Policy).
Bringing dangerous items to school	Alert DIRECTOR OF THE JUNIOR SCHOOL immediately.	

## **Appendix 2**

### **Senior School Code of Behaviour**

#### **Senior School Code of Behaviour**

*The Queen's Gate Senior School Code of Behaviour is subject to regular review by the Principal and School Council to ensure it remains relevant and meaningful for our pupils. It is intended as a shared set of expectations that all pupils understand and follow, out of respect for their education, others and themselves. This new version for 2023 has been written by the Principal in liaison with the Head Girl Team, to reflect what we want Queen's Gate to be.*

## **1. Value your education**

- Listen to your teachers and follow their guidance
- Help your teachers make the most of the learning time available by ensuring classrooms are left ready for lessons
- Show your respect for the education process by following the dress code
- Give of your very best in every lesson: ask thoughtful questions, involve yourself in class discussions, do not let fears about 'getting it right' hold you back from taking chances
- Take responsibility for your learning: come to your lessons fully prepared with the equipment and mindset you need to get the most out of the lesson, complete your homework carefully, make the most of stretch and challenge opportunities
- Look to extend your learning beyond the classroom: read books, attend exhibitions and concerts, visit galleries, watch documentaries, listen to podcasts...the list is endless
- Remember that your education is not just what happens in lessons: join in the many enrichment opportunities the School has to offer, such as clubs, trips, concerts, charity events, leadership roles, competitions

## **2. Value others**

- Move around the building with care for your surroundings, particularly other members of the School community
- Welcome guests to the School with warmth and courtesy
- Abide by any signs requesting silence or 'no entry' - these will be there for the benefit of others
- Respect others' possessions: do not open desks, lockers or bags that do not belong

to you

- Be inclusive; create groups where all are welcome
- Every day, think about what you can do to make those around you happy
- Follow rules about mobile phone use and make the most of interacting with others

'in real life'

- Speak about others with kindness and respect, saying only what you would say to them directly

- Make safety a priority: do not bring in any items, make any decisions, or take any actions, that might cause harm to others
  - Listen to others and respect that not everyone will have the same opinion: diversity of mindsets is an asset not a challenge
  - Leave all rooms as you would want to find them
- 
- Adopt the Queen's Gate generosity of spirit that makes our School so very special

### 3. Value yourself

- Set yourself the highest standards of conduct, and aim to meet them
- You are precious: do not do anything that might put yourself at risk of harm
- If you must bring something valuable onto the school site, make sure you use your locker or pass it to the School Office for safe-keeping
- Resist the temptation to allow yourself to be distracted by digital devices; enjoy being in the present for your time with us: it will pass more quickly than you think
- Act with honesty and integrity, and remember that your views are important to us
- Know that there is no such thing as being a bystander: if you are there, you are taking part, and you will be considered accountable for your choices
- Believe in your capacity to create your own success: do not rely on others to do the hard work for you
- Dream big dreams, and know you can achieve them

## **Appendix 3**

### **What Happens When We Get Things Wrong at Queen's Gate Senior School**

The purpose of this document is to help all pupils at Queen's Gate Senior School to understand the schedule of sanctions and how these are usually applied.

The schedule of sanctions is intended to promote reflective behaviour, to encourage all pupils to be their best selves and to ensure that Queen's Gate is a safe and healthy environment for all.

At Queen's Gate we have high expectations of our pupils. However, we do understand that sometimes children and young people make mistakes. Getting it wrong is part of learning and is necessary for us to be able to grow, reflect and develop. At Queen's Gate we aim to help our pupils to become responsible and morally reflective humans by encouraging pupils to take responsibility when they have acted wrongly. Taking responsibility may mean

apologising and accepting a sanction as well as reflecting on how you could have acted differently.

Order Marks may be given to a pupil where behaviour has fallen short of our high expectations, where a pupil is late to school or to a lesson or where a pupil has not followed the dress code.

Order Marks may be given for any behaviours which are harmful to others or the learning of others, causes damage to property or shows disrespect for the school environment or community.

The following list give examples of the kinds of behaviour for which sanctions may be given. This is not a comprehensive list and you may be given an order mark or other sanction for behaviour that is not listed below. For a first offence an order mark may be given, but for more serious infringements, even when these are a first offence, a teacher may request that you progress straight to a more serious sanction;

- Lateness to school – unless your parents have provided a good reason;
- Lateness to lessons;
- Failure to follow the dress code (see appendix 4);
- Chewing gum;
- Rudeness or offensive comments or actions;
- Failure to follow instructions given by a teacher;
- Poor manners;
- Lack of courtesy or respect or error of judgement;
- Bullying behaviours or prejudice or harassment (confirmed incidences of bullying will be dealt with by reference to the Anti-Bullying Policy);
- Noise, litter, food nuisance – eg leaving food in a classroom;
- Lack of respect;
- Lack of preparation or organisation;
- Incomplete or poorly completed work;
- Work not completed or submitted on time.

Serious misbehaviour both inside and outside of school (including online) will be dealt with in accordance with the School's Exclusions Policy and the police will be informed should this be necessary.

### **Senior School Sanctions Grid**

The following grid is an illustration of what would usually happen when order marks are accrued in this number and is a guide only. The School and the Principal reserve the right to use their discretion when using this schedule of consequences and to apply the Exclusions Policy as appropriate.

Number of Order Marks	Consequence
3 Order Marks	Form Tutor Report.

	<p>The purpose of a Form Tutor Report is to provide support in following our behaviour codes and to help pupils to find some strategies to avoid further sanctions.</p> <p>Your parents will receive an email explaining the process. A meeting may also be arranged with your parents to discuss the reason/reasons that you are on report.</p>
<p>5 Order Marks or serious dress code infringement or failure to lock your phone in a YONDR pouch.</p>	<p>Lunchtime detention from 1.00-1:45pm. These are held on Tuesdays and Thursdays in room MG3 (History of Art Room) You should come straight to the detention from lesson 6. Pupils in detention will be given a packed lunch and will be able to choose from vegetarian or non-vegetarian.</p> <p>Serious dress code infringements/not having your phone locked in a YONDR pouch will mean a lunchtime detention that day as well as an order mark.</p> <p>A letter will be sent to your parents explaining why you are sitting the detention. A meeting may also be arranged with your parents to discuss the reason/reasons that you are on report.</p>
<p>8 Order Marks</p>	<p>Head of Year report - The purpose of a Head of Year Report is to provide support in following our behaviour codes and to help pupils to find some strategies to avoid further sanctions.</p>

	<p>You will be asked to meet with your Head of Year regularly. If you are in Form V and UV these meetings may take place at lunchtime and may replace your privilege to leave the building.</p> <p>A letter will be sent to your parents explaining the report process. A meeting may also be arranged with your parents to discuss the reason/ reasons that you are on report.</p>
10 Order Marks	<p>Extended Detention – these take place after school till 5:30.</p> <p>A letter will be sent to your parents explaining that you have been given an Extended Detention. A meeting may also be arranged with your parents to discuss the reason/ reasons that you are on report.</p>
15 Order Marks	<p>SMT Report. The purpose of a report is to provide support in following our behaviour codes and to help our pupils to find some strategies so that they avoid further order marks which may lead to a more serious sanction. You will be asked to meet a member of SMT daily to discuss your behaviour.</p> <p>A letter will be sent to your parents explaining the report process. A meeting may also be arranged with your parents to discuss the reason/reasons that you are on report.</p>
25 Order Marks	<p>Where a pupil has received 25 sanctions the principal may need to consider whether a</p>

	suspension may be appropriate. Suspension is used as a sanction where a pupil's behaviour has gone well beyond that which is acceptable within the Queen's Gate community; it serves as a reminder of where the boundaries lie. In these circumstances the pupil is temporarily excluded from School.
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## **Appendix 4**

### **The School Dress Code**

At Queen's Gate pupils have historically not worn a uniform but have adhered to a dress code which requires them to dress smartly and appropriately for school. With this privilege comes a responsibility that we take very seriously at Queen's Gate. Girls who arrive at school in clothes that are not consistent with the dress code may be given an order mark and a lunchtime detention. If a pupil arrives in clothes that are wholly unsuitable, she may be asked to return home to change. If a pupil's skirt is shorter than the dress code stipulates, she will be given a pair of school leggings for the day, to wear under the skirt, and a charge of £20 will be added to the fees bill for administration and laundering. In any instance where a pupil needs to use school clothing because her own are unsuitable a charge of £20 will be levied for the administration and laundering of each item.

Girls may wear:	Girls may not wear:
<ul style="list-style-type: none"> <li>• Smart skirts, playsuits, dresses, shorts, culottes or any other smart garment which is no shorter than the tips of the pupil's fingers when held straight down by her sides.</li> <li>• Smart trousers of any colour, pattern or shape (no jeans, jogging bottoms, tracksuit bottoms, dungarees, combat or cargo trousers).</li> <li>• Any smart top, jumper, cardigan or jackets which is not see through, cropped, or very low cut.</li> <li>• A Queen's Gate PE hoodie.</li> <li>• Small plain studs or huggies/ sleepers for pierced ears (one in each ear lobe, and no other piercings). Earrings must be removed for PE.</li> <li>• A simple neck chain with a religious symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Any other jewellery (Sixth Formers may wear discreet jewellery)</li> <li>• Make-up, including nail varnish (Sixth Formers may wear discreet make-up and nail varnish)</li> <li>• Mini-skirts or floor-length skirts (floor length skirts are dangerous in a building with so many stairs).</li> <li>• Jeans, tracksuit bottoms, leggings, jogging bottoms, dungarees, combat or cargo pants (Sixth Formers may wear jeans)</li> <li>• Hooded tops (that are not Queen's Gate PE Hoodies) inside the school building during the school day (Sixth Formers may wear hoodies).</li> <li>• Cropped or low-cut tops.</li> <li>• Any clothing with inappropriate slogans or writing.</li> </ul>



<ul style="list-style-type: none"> <li>• Any shoe, trainer or boot which is not backless, high heeled or platform.</li> <li>• Correct Queen's Gate PE kit may be worn on any day.</li> </ul>	<ul style="list-style-type: none"> <li>• Frayed, ripped clothing or deliberately scruffy or grungy clothing.</li> <li>• Backless sandals, high-heeled or platform shoes which may be dangerous in a building with so many stairs.</li> <li>• Tattoos of any description.</li> <li>• Hair should not be dyed an artificial colour, for example blue or purple.</li> <li>• Hair may be worn in any style but should be tied or fastened away from the face if necessary for safety, for example during science experiments or for sports.</li> </ul>
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All pupils should own more formal outfit including shoes that are not trainers. For example, a suit, or a dress and jacket to be worn for occasions such as the Carol service or Open Evenings. A letter will be sent home in advance of occasions when your daughter is expected to dress more formally.