

Behaviour Policy

Queen Elizabeth Grammar School Penrith



Approved by Education & Standards:

Approved by Governors: July 2022

Chair of Governors: T Boving Foster

Headteacher: P Buckland

Date: 20th July 2022

Review Date: July 2023

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Behaviour Policy

School Vision

To prepare our students to succeed in tomorrow's world by providing a secure learning environment, a rigorous academic curriculum, high expectations, and best practice in teaching, learning and technology enhanced by wide-ranging extra-curricular opportunities and outstanding pastoral care. Our students will demonstrate and encourage respect for everyone within our community and globally, treating all people equally irrespective of their characteristics and celebrate diversity.

School Aims

1. The school aims to build upon its tradition of academic excellence. Pupils will be encouraged to strive for the highest levels of achievement to maximise their potential.
2. The school aims to take full advantage of its small numbers to provide a caring environment in which the individual pupil's personality and abilities are valued and fostered.
3. We will educate and develop tolerance and respect for all, paying particular regard to protected characteristics
4. The school will provide an environment in which creativity, enterprise and initiative are encouraged. Social, artistic and sporting activities will be promoted to develop pupils' interests and talents.
5. The school will do its best to ensure that pupils leave this school to embark upon higher education or employment confident in their skills and learning and fitted for useful, active citizenship.

The Academy will do its best

1. To raise the standard of educational achievement of all students;
2. To ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;
3. To foster self-esteem and respect for each person as an individual; by creating a positive and inclusive atmosphere and encouraging a shared commitment to respect diversity and difference; by challenging discrimination and promoting good relations between people, irrespective of their characteristics. In particular, the school will not permit any direct or indirect discrimination, harassment or victimisation of any person, adult or child, because of any person's characteristic that is protected.
4. To improve its effectiveness by continual review of the curriculum and organisational structure;
5. To provide value for money for the funds expended;
6. To comply with all appropriate statutory and curriculum requirements;
7. To maintain close links with institutions of higher education, business, industry and commerce;
8. To conduct its business with the highest standards of integrity, probity and openness.



This policy should be read in conjunction with:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- Drugs Policy
- Mobile Technology Acceptable Use Policy
- Remote Learning Policy
- Mental Health & Wellbeing Policy

Throughout this policy the application of expectations and sanctions will be assessed on an individual basis and will take into account specific educational and pastoral needs of the students involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

The school strives to promote and reward **four key areas** which contribute to achieving our aims. We want our students to demonstrate:

Quality: Doing your best to perform with great quality.

- work together to create a high quality learning environment which is a calm and co-operative working atmosphere so that each student can achieve their full potential.
- have a responsibility to uphold high standards of behaviour.

Extra: The difference between ordinary & extraordinary is just that little “extra”.

- To give the school community the chance to do more through, curricular, extra-curricular and community opportunities.

Grit: “The raw endurance, perseverance and passion that keeps you going despite obstacles.”

- To encourage perseverance through accepting challenges.
- To develop grit and increase independence and self-discipline so that each student learns to accept responsibility for their own behaviour.

Service: to develop individuals who through their actions help others locally, nationally and internationally.

- To encourage behaviour that helps the school, local and wider community.
- To encourage respect for their environment both inside and outside the classroom.
- To encourage behaviour that is kind and supportive.
- To encourage behaviour that demonstrates mutual respect.
- To foster positive caring behaviours and attitudes so that each member of the school community feels valued and values others.

Rights and Responsibilities

Rights

As a student of Queen Elizabeth Grammar School you have the right:

- To enjoy a high quality education.
- To feel safe and secure.
- To benefit from a broad and balanced curriculum which meets your individual needs, and offers a wide range of GCSE and 'A' level examinations.
- To get regular feedback on your work.
- To receive regular reports.
- To tell a member of staff if someone, or something, is making you unhappy.

Each student is expected to:

Take responsibility, Be Prepared, Be Respectful & Be Safe

As a student of Queen Elizabeth Grammar School, the school expects students to take responsibility and:

- Follow all safety protocols. These may differ across departments depending on specific risks.
- Be respectful of individual differences.
- Be respectful of the school environment.
- Be courteous and polite towards all members of the school and visitors.
- Attend school regularly and to be punctual at all times.
- Wear the correct school uniform smartly and appropriately (see appendix 1).
- Report all accidents and breakages to Reception or to a member of staff.
 - ***A charge may be made for damage***
(This should not exceed the cost of repair or replacement, and associated costs).
- Move around the buildings quietly and without running, keeping to the left in corridors.
- Remain on school premises during the lunch hour (Years 7-11), unless permission has been given by staff to do otherwise. Year 11 students who have been rewarded with a Town Pass must use it in accordance with the conditions of the pass.
- Follow the specific health and safety rules for behaviour in all areas and on school trips and activities.
- Follow the specific rules for the use of the computer facilities in school; observe the ICT acceptable use policy.
- To do as you are asked by any member of staff quickly, politely and without questioning.
- Obtain permission for the selling of food (Charity Cake Sales etc.) from a member of the Senior Leadership Team.
 - *Food and drink is not to be sold at school by students without the express permission of the Senior Leadership Team. This includes giving food items out for free.*

*As a student of Queen Elizabeth Grammar School, the school expects you to **be prepared** for learning and:*

- To have completed all homework and other preparation as set.
 - *All homework and preparation will be set on Edulink.*
- To have caught up on work as soon as possible if absent from the lesson.
 - *Staff will use Teams to distribute work when it is needed. This will only be for Covid-19 related absence.*
- Line up in an orderly and quiet manner if their lesson is in a room which requires them to do so.
 - *Each department will make it clear where classes should line up if this is required.*
- Enter rooms quietly and on time. If students are allowed into the room before the lesson, they should be in their seats and quiet by the time the lesson is due to begin.
- Remove all outdoor clothing on arrival in the classroom, and ensure their uniform is complete, and being worn correctly.

Coats may be worn whilst the need for increased ventilation remains in place should students want to. This will be reviewed each time Covid-19 guidance is updated from central government.

- Make sure they have the correct equipment for each lesson, and have all necessary equipment out ready for the lesson to start.
- Sit at the desk they have been allocated in accordance with the class seating plan. Students are expected to adhere to the seating plan for the lesson, even if the lesson is taken by a different member of staff.
- Complete tasks within lessons (if required) and remain focused on learning. Students should not disrupt their own learning, or that of others.

*As a student of Queen Elizabeth Grammar School, the school expects you to **be respectful** and:*

- Be polite.
- Carry out staff requests quickly and quietly.
- Work together with classmates to create an environment appropriate for learning.
- Ask for help by raising their hand, or asking the teacher at an appropriate moment.
- Listen to the teacher or the speaker.
- At the end of a lesson - Stand behind their desks (with the chairs tucked under) in silence, having ensured the room is clean and tidy.
- Look after school equipment and facilities. Wilful or deliberate damage of school property is unacceptable.

The theft or deliberate removal/relocating of school property will be taken seriously. Incidents of theft may be passed to the Police if the Headteacher deems it necessary.

The deliberate act of hiding/unplugging/disabling/removing or otherwise tampering with ICT equipment will be treated as a wilful attempt to disrupt the learning of others.

As a student of Queen Elizabeth Grammar School, the school expects you to **be safe**:

- Don't eat or drink anything other than water during a lesson, unless a medical exemption states otherwise. *(There must be no drinking of any kind in science labs or IT rooms. In other teaching areas staff may insist that drinks cannot be taken during the lesson due to the equipment or materials being used. This will be at the discretion of the staff involved).*
- Stay in the lesson until given permission to leave by the teacher.
- Running inside the school buildings, and on the drive is not permitted.
- Nuts are a serious hazard to some students who have allergies. QEGS is a nut free school and nuts of any description should not be brought to school.
- Students are expected to remain outside during breaks and at lunchtime unless informed by a member of staff (via Edulink) that they may use their form bases. This will usually be when the weather is poor.

Rewards

Staff will seek to reward good work and encourage and reward good behaviour whenever possible.

- Teachers praise students in class and mark work positively, giving encouraging comments where appropriate.
- Teachers will award achievement points on Edulink these will fall into the categories of...

Quality: Doing your best to perform with great quality.

Extra: The difference between ordinary & extraordinary is just that little “extra”.

Grit: The raw endurance, perseverance and passion that keeps you going despite obstacles.

Service: to develop individuals who through their actions help others locally, nationally and internationally.

There is a staged reward scheme with prizes and certificates (see appendix 3).

At lunchtime, mid-day supervisors and prefects commend good behaviour by using Edulink.

- Competitions are included in the academic programme, (e.g. Mathematics Challenge). Certificates are awarded to high achievers. Extra-curricular competitions are encouraged too, such as the regular participation of the choir and orchestra in the Carlisle Music Festival, sports practices and fixtures.
- Assemblies offer the opportunity for senior staff to praise individual and team performances in sport and other curriculum areas.
- Exam awards evenings allow each member of the year group to receive individual public recognition. Prizes are awarded for individual examination performance and general effort across a range of subject areas.
- Regular items are placed in the local press to highlight individual and group achievements and to mark special occasions.
- Prizes are awarded to team and individual charity efforts.
- Concerts, drama productions and end of term assemblies allow students to share their talents with the wider school community and receive due recognition.
- End of year trips and extra-curricular treats may be organised by tutors and Heads of Year to reward groups who have contributed to the wider life of the school.
- We encourage students to make a positive contribution to the community and reward their efforts where appropriate.
- Excellent attendance will be rewarded with an attendance certificate, presented in assembly by the Attendance and Support Officer.
- Celebration breakfasts for students who have excelled in academic studies, sporting success or other extra-curricular activities.

Behaviour Outside of School

Behaviour outside of school may fall within our behaviour policy. Appropriate behaviour is expected of all our students and the behaviour policy applies when:

- Taking part in any school-organised or school related activity.
- Travelling to and from school, or wearing our school uniform.
- Students are identifiable as a member of the QEGS school community (including online).
- Interacting with other students online. This includes inappropriate use of messaging services, social media and other digital communication platforms.

Unacceptable behaviour online may include:

Posting, liking, sharing or creating content which is hurtful, unpleasant or inappropriate through social media or other electronic means. Such incidents will be treated as bullying.

Using images or video content of other people (including staff and students) without the appropriate permission on social media or other forms of electronic communication.

Posting, liking, sharing or creating content from banned organisations.

Students must not record or live stream video content, or take photographs within lessons, or at other times, without the express permission of those involved. This includes the recording or live streaming of audio.

Students must not set up social media accounts (or other forms of electronic communication) with the purpose of impersonating another individual or institution or group.

Behaviour on School and Public Transport

When travelling on any form of transportation to and from school it is expected that all students behave in an appropriate manner:

- Behave in a polite and calm manner on public transport, obeying all instructions from transport staff.
- Wear seatbelts on buses, and remain in their seats for the duration of the journey.
- Follow the rules and regulations for the method of transportation being used.
- Report all issues with transport to a member of QEGS staff.
- Students must adhere to the safety protocols on each service as set out by either the transport operator, or Cumbria County Council. These may change at short notice.
- Be courteous to members of the public.
- Be good ambassadors for QEGS.

The school will involve other agencies in incidents of serious misbehaviour/safety, and may have a duty to do so. These may include Cumbria County Council, transport operators, Network Rail, the Police and the British Transport Police. Behaviour issues on school or public transport may lead to students losing the 'right to travel'.

[Students can report any incidents of poor behaviour anonymously via the button school website.](#)

Banned Items (Both in School and on the journey to or from school)

- All tobacco products and associated paraphernalia.
- All vaping products and associated paraphernalia.
- Alcohol in any form.
- Fireworks, matches, lighters or associated paraphernalia.
- Illegal Items, substances, drugs and associated paraphernalia. This extends to items which are illegal due to age restrictions.
- Weapons of any description. This includes 'trick knives', 'keyring knives' or similar items. These are deemed inappropriate for a school environment.

Other Banned Items in School

- Chewing Gum
- Scooters (powered or otherwise).
- Skateboards, roller blades or similar items

Level One Behaviour Issues & Sanctions

All sanctions and behaviour management strategies must be in line with individual PLPs or EHCPs for students with one of these documents in place. Staff must adhere to these documents when deciding on a course of action.

Be Responsible	Be Prepared	Be Safe	Be Respectful
Low level disruption to learning ICT Misuse Littering Mobile Technology Misuse*	Incomplete Homework Failure to do Homework Failure to Complete tasks in class. Lack of equipment or kit Incorrect or incomplete uniform	Not Following Instructions Unsafe Behaviour ICT Misuse Running Inside Buildings Throwing Things Misuse of School Equipment Eating or Drinking in Lessons <i>Please notes food and drink may be confiscated and returned to the student at an appropriate time.</i>	Inappropriate Language. Shouting Out. Talking Over Teacher / Speaker. Handling other people's possessions without permission.

	1	2	3	4	5
In lesson	Classroom intervention Log behaviour Classroom Interventions <i>Verbal Warning or Reprimand</i> <i>Move student within class</i> <i>Time Out (Removal for short period) / Cooling Off Period</i> <i>Move student to neighbouring classroom</i> <i>Remain behind</i> <i>Rectify uniform</i>	Teacher Detention Log behaviour	Middle Leader Detention Form Tutor to discuss behaviour points and determine if HOY should be involved.	SLT Lunch Detention Student may be placed on report to SLT	SLT After School Detention <i>(If issues persist then internal isolation remains the next option).</i>
A student may be placed on report to their tutor, HOY, Department Head or a member of SLT.					
Other times	Out of Class Intervention Log behaviour Out of Class Interventions <i>Verbal Warning or Reprimand</i> <i>Stand with staff</i> <i>Immediate community service</i> <i>Rectify uniform</i>	Immediate Detention Log behaviour	Middle Leader Detention Student may be placed on report to HOY, HOD or member of SLT.		

Mobile Technology Misuse* <i>As stated in Mobile Technology Acceptable Use Policy</i>	Mobile technology confiscated and handed to reception. Student to collect at end of the day. Reception record and contact parents.	Mobile technology confiscated. Device to be handed in at Reception each day for a fixed period of five school days.	Mobile technology confiscated. Device to be handed in at Reception each day for a fixed period of five school days.	SLT Lunch Detention Log on SIMS/Edulink	SLT After School Detention Log on SIMS/Edulink
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Level Two Behaviour Issues and Sanctions

Be Responsible	Be Prepared	Be Safe	Be Respectful
Deliberate tampering with school equipment. Misuse of Social Media. ICT Misuse targeted at an individual, or group of people.	Refusal to wear correct and/or complete uniform. Refusal to complete homework tasks.	Physical Assault. Possession of/using banned items.	Physical Bullying. Verbal Bullying. Cyber Bullying. Verbal Abuse. Graffiti. Vandalism. Defiance.
Theft / Deliberate removal / relocating school equipment. Theft from an individual member of the school or a visitor.		Possession of/use of Drugs. Possession of/use of Weapons. Possession of/use of Alcohol.	Sexual Harassment. Sexual Assault. Sexualised Bullying / Name Calling / Gesturing. Physical Assault. Any HATE Incident or HATE BULLYING.
The school may have a duty to involve the Police, or may choose to involve the Police in serious issues.			

<p>Refer to Head of Year or SLT Duty Lead <i>(this may be via Duty Pastoral Officer)</i></p> <p>HOY or SLT to record on SIMS for Level Two Behaviour Issues. Issues may also need to be recorded on CPOMS.</p> <p>A student statement should be completed by those involved (and any witnesses) for Level Two Issues.</p> <p><i>Banned Items will be confiscated. A senior member of staff will determine whether the item should be returned to the student at the end of the day, or collected by the parent. Illegal items (including those which are illegal for the age of the student) will not be returned.</i></p>	<p>If an incident is judged to be extremely serious...</p> <p>Refer to SLT Headteacher to be informed</p> <p>A student statement should be completed by those involved (and any witnesses) for the most serious issues.</p>
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Investigation to be initiated as appropriate.
Students may need to be isolated whilst an investigation is carried out.

Below are the possible sanction levels for serious behaviour issues. SLT will decide where a behaviour incident should begin on the sanctions scale. If an incident is judged to be beyond warranting Internal Isolation, the Headteacher (or Deputy Headteacher acting in the absence of the Headteacher) will decide on the terms of any suspension or exclusion.

This decision will take into account the individual and specific educational and pastoral needs of the students involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

<p>Possible search arranged. SLT member to lead.</p> <p><i>As a school we reserve the right to search student's bags, lockers and clothing. Government guidelines will be followed for such searches.</i></p>	SLT Lunchtime Detention	SLT After School Detention	Internal Isolation	Suspension	Permanent Exclusion

Some issues will require sanctions such as exclusion(s) without first using the lower level options.

Detentions & Isolation

Detention Type	Basis	
Teacher Detention	<p>Detention issued for Level One Behaviour Issue(s) in class. Held at break or lunchtime as convenient for the staff member. Ranging between 5 minutes and 30 minutes. Length decided by staff member. Can be immediately following a lesson. Verbally issued to student who is responsible for attending the detention. Teacher to log on Edulink.</p>	<p>Student kept behind or asked to attend a detention.</p> <p>Short work tasks can be completed if that is what detention was issued for.</p>
Immediate Detention	<p>Detention issued for Level One Behaviour Issue(s) around school at break, lunchtime or before and after school. Student immediately removed to stand with staff, or asked to help with tasks. After school this should not prevent a student from travelling home. Ranging between 5 minutes and 30 minutes. An immediate detention can be carried over to the next break in the same day if required. Staff to log on Edulink as soon as possible.</p>	<p>Stand with staff.</p> <p>Students may be asked to assist with tasks by way of punishment. EG – Litter picking with appropriate equipment.</p>
Middle Leader Detention	<p>Used when Teacher or Immediate detention has proved ineffective and issues have escalated or been repeated. Can be used if student fails to attend teacher detention. Can be used for uniform issues. HODs, HOYs or SLT put students into this detention. Held one lunchtime per week. Centrally staffed by HODs, HOYs on rota basis. 35 minutes in duration. Middle Leader to record on SIMS.</p>	<p>Detention held in silence in central location.</p> <p>Only students in Year 11 or above will be able to use detention time to complete work.</p>
SLT Lunchtime Detention	<p>Used when middle leader detention has proved ineffective and issues have escalated or been repeated. Can be used if student fails to attend middle leader detention. SLT can put students into this detention. Those students who fail to attend the middle leader detention will automatically be transferred to SLT Lunchtime Detention. Held one lunchtime per week. Centrally staffed by SLT on rota basis. 45 minutes in duration. SLT to record on SIMS.</p>	<p>Detention held in silence in central location.</p> <p>Only students in Year 11 or above will be able to use detention time to complete work.</p> <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p>
SLT After School Detention	<p>Used when SLT Lunchtime Detention has proved ineffective and issues have escalated or been repeated. Can be used if student fails to attend SLT Lunchtime Detention. SLT can put students into this detention. Those students who fail to attend the SLT Lunchtime Detention will automatically be transferred to SLT After School Detention. Held one evening per week. Centrally staffed by SLT on rota basis. 60 minutes in duration. SLT to record on SIMS. <i>This detention should be issued with 48 hours (or more) warning, and it is expected that students attend as requested with no excuse.</i></p>	<p>Detention held in silence in central location.</p> <p>Only students in Year 11 or above will be able to use detention time to complete work.</p> <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p>
Internal Isolation	<p>Used for serious issues. May be used whilst an incident is investigated. SLT to decide on use of Internal Isolation and the duration. Isolation will be held and supervised in a central location.</p>	<p>Work will be issued to students via Edulink / Teams. Students will have access to IT.</p>

All detentions beyond Teacher/Immediate level are issued via centralised process.

Parents will be informed of all detentions and isolations.

Behaviour Issues and SEN

Where staff are concerned that inappropriate behaviour may be the result of a special educational need, or other individual circumstance, the issue should be referred to the appropriate Head of Year or SENCo. HOYs will review students in their year group on a regular basis and seek guidance as required through their SLT link meetings.

Exclusion

In addition to these sanctions, the Headteacher (or Deputy Headteacher acting in the Headteacher's absence) may on occasions decide to exclude a student. This sanction may take the form of:

- A suspension (usually between one and five days). This is used in instances of serious misbehaviour (violence towards other students, verbal abuse of staff, behaviour which threatens the safety of others) or persistent poor behaviour which does not respond to any other sanction. The suspension can be a constructive period and should have a salutary effect on other students as well as the offender.
- A longer suspension (up to 45 days in a school year). This can be used only rarely and principally where extra time is needed for students to be successfully reintegrated.
- A permanent exclusion. This can be used for students whose behaviour continues to be inappropriate in school. A permanent exclusion can also be used for a serious single incident.
- Any planned exclusion or suspension, internal or external must be cross-checked first with DSL for any potential SEN, medical or mental health issues that might have relevance.

Decisions about exclusions and suspensions will take into account the individual and specific educational and pastoral needs of the student(s) involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

In the event of a suspension or exclusion, parents will be contacted before the student is sent home. A formal letter will follow, containing the following information:

- Why the student has been excluded or suspended
- The length of the suspension
- The arrangements for re-admission
- Information about parents' right to appeal
- An explanation that copies of the letter go to the governors and the local education authority (not necessary for suspensions of five days or fewer, the first time in a term).
- Teachers will set work via Edulink/Teams.

All set work should be completed by the time the student returns to school.

The Headteacher may decide to arrange an on-site suspension, in which the student will work in isolation, supervised by a member of staff.

Students returning from suspension will have a reintegration meeting with the Headteacher (*or Deputy Headteacher acting in the Headteacher's absence*), on their return to school. This meeting will be held with parents and student in attendance. Notes will be taken at this meeting and a copy sent to parents. A copy will also be retained in school.

Other related policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- Drugs Policy
- Mobile Technology Acceptable Use Policy
- Remote Learning Policy
- Mental Health & Wellbeing Policy

School Uniform (Year 7 to Year 11)

Black blazer with school badge

Black trousers. Trousers should be tailored, full length and regular fit with no gap between the bottom of the trouser and the sock/shoe. No jeans, leggings or jeggings, cords or chinos. No skinny or flared fit. No patch pockets on the back.

QEGS logoed pleated, black skirt available from Sam Scotts. The length should be no shorter than 5cm above the top of the knee.

Plain white buttoned shirt with a collar to take a tie

Plain knit, black V-neck jumper, V-neck cardigan or V-neck tank top (optional)

School tie (clip on only)

Black shoes or ankle boots of a sensible style (Trainers, including leather trainers, canvas shoes and high-heeled shoes are not permitted. Ankle boots are acceptable underneath trousers but not with skirts.) Trousers must come down over boots

Black socks or black tights

PE uniform - Please see our PE uniform page.

With valued input from parents, carers and pupils, we have updated our PE kit. Some of the key considerations were value for money and choice. Whilst much of the kit is available from a variety of retailers, we have chosen Halbros as our preferred supplier of our bespoke items. Halbros supply all of the updated clothing products required for PE at QEGS Penrith. Current students may continue to wear the old school PE kit, until it needs to be replaced.

From September 2021, all students must wear either the Halbros over top or the old school PE kit over top for PE. No other sweatshirt/hoodie will be allowed.

The Halbros website can be accessed via this link:

<https://halbros.com/product-category/your-store/qegs-penrith/>

General Points

Blazers should be worn at all times unless permission is granted not to do so.

Students should wear no more than one 'charity' pin badge on their uniform at any given time. This may be in addition to a school badge such as 'Student Council'. The school reserves the right to determine suitable 'charities' for a school environment. Students may also wear one 'pronoun' badge on their uniform should they wish to.

Outdoor jackets should be plain coloured, should not be worn instead of blazers and should be removed inside classrooms.

Leather, denim or denim-look are not permitted. Shirts should be tucked in at the waist.

Subtle make-up may be worn in Years 9-11. Nail varnish, gel or acrylic nails are not permitted in school. ***SLT make the final decision on what is 'subtle'.***

For reasons of safety and security, we discourage pupils from wearing jewellery in school. Any items worn should be unobtrusive and will be limited to: one watch, one plain finger ring, one plain stud earring only in each ear. Nose rings are not considered appropriate for school. Facial and body piercing are both unacceptable for school and rings/studs must be removed before coming to school. All items of jewellery must be removed if requested in specialist subjects.

Hairstyles and colour should complement the formal nature of school uniform. Hair colour should be natural and the cut or style should not be extreme.

All articles of uniform should be clearly marked with the your name. Embroidery is available on uniform items from Sam Scotts, Penrith

Lost Property

If named items of lost property are handed in to the school office, notes are put into the pupils' registers asking them to collect the items from the lost property area.

Unnamed lost property will be regularly displayed in foyer during the term. Unclaimed items will be donated to the school's recycled uniform shop or to a local charity shop after a term.

Appendix 2 - Sixth Form Dress Code

In QEGS Sixth Form we want students to be able to express their individuality and to dress in a way that gives the students choice. As such, we do not believe that students should be made to wear school uniform. However, we feel that they should dress in an appropriate way for being in a place of study and work.

Appropriate for school	Not appropriate
<ul style="list-style-type: none"> • Smart trousers or skirt/dress of modest length (in the opinion of Heads of Sixth Form) • Chinos and cords • Pristine jet black jeans without faults or patterns. • Shirt, blouse or smart top • Polo shirts • Shoes or boots of any type/colour. Heels should be of a suitable height as to be comfortable • Jumpers or cardigans • Formal Jackets • Plain single colour T shirts without any logos may be worn underneath tops, jackets and jumpers <p>(Please note that items in this column are suggestions. They do not need to be worn all at once!)</p>	<ul style="list-style-type: none"> • Denim clothing of any colour (apart from jet black jeans) • Clothing that features slogans or large logos. • Hoodies or sweatshirts • Shorts • Sportswear, apart from for PE, including fashion leggings or tracksuit trousers or cargo style trousers • Trainers, sports shoes, flip flops or canvas shoes – no Vans, Converse or Air Force Ones etc • Tops that expose the abdomen or shoulders such as crop tops, cold shoulder tops etc. are unacceptable • No strapless, backless tops and/or dresses with spaghetti straps <p style="text-align: center;">No ripped clothing</p>

- If students are unsure about whether an item of clothing is appropriate, they should check with the Head of Sixth Form before wearing that item.
- Students should expect to be sent home to change their clothes if the Head of Sixth Form decide that clothing item(s) are unsuitable for school.
- Any extreme hair styles, body piercing, make-up or tattoos which the head of Sixth Form identify as being inappropriate for a school environment will need to be addressed. As such, before making a major change we would recommend that students discuss their plans with the head of Sixth Form.

Appendix 3 - Explanation of Rewards System

The Rewards System encourages QEGS. Values:

Quality: Doing your best to perform with great quality.

Extra: The difference between ordinary & extraordinary is just that little “extra”.

Grit: The raw endurance, perseverance and passion that keeps you going despite obstacles.

Service: to develop individuals who through their actions help others locally, nationally and internationally.

The achievements will be given on Edulink or SIMS.

The giving of achievements will take into account the individual and specific educational and pastoral needs of the students involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

There are six stages of reward:

		Achievement	
Year	Stage	Quality Award / Extra Award / Grit Award /Service Award	
7 & 8	1	15 commendations in 1 category	Postcard sent home plus 2 break passes
	2	15 commendations in 2 categories	Postcard sent home plus 4 break passes
	3	15 commendations in 3 categories	Postcard sent home plus 6 break passes
	4	15 commendations in 4 categories	Postcard sent home plus 8 break passes
9	1	15 commendations in 1 category	Postcard sent home plus 4 break passes
	2	15 commendations in 2 categories	Postcard sent home plus 8 break passes
	3	15 commendations in 3 categories	Postcard sent home plus 4 golden passes
	4	15 commendations in 4 categories	Postcard sent home plus 8 golden passes
10	1	15 commendations in 1 category	Postcard sent home plus 4 break passes
	2	15 commendations in 2 categories	Postcard sent home plus 8 break passes
	3	15 commendations in 3 categories	Postcard sent home plus 4 golden passes
	4	15 commendations in 4 categories	Postcard sent home plus 8 golden passes
11	1	10 commendations in 1 category	Postcard sent home plus 4 break passes
	2	10 commendations in 2 categories	Postcard sent home plus 4 golden passes
	3	10 commendations in 3 categories	Postcard sent home plus 8 golden passes
	4	10 commendations in 4 categories	Postcard sent home Town pass
<i>Sixth Form</i>			

Stage 5 Deputy Headteacher Award	Stage 6 Headteacher Award
Achieve all QEGS Awards +5 more in each category	Achieve all QEGS Awards +10 more in each category
Certificate QEGS Prize	Certificate Gift Voucher

Postcards and certificates will be sent home to congratulate successful students.

The Break time Pass will entitle the bearer to go to the front of the break time queue, when given to the member of staff on duty.

The Golden Pass will entitle the bearer to go to the front of the lunch queue, when given to the mid-day supervisors.

Town Pass will entitle the bearer to go into town for lunch one day a week until the end of Year 11, subject to being up to date with academic work and there are no concerns about conduct or attendance. (The Head of Year will decide whether permission should be granted.)

The member of staff responsible for rewards, Deputy Headteacher and Headteacher will store a supply of postcards, passes, certificates and vouchers. The names of Headteacher's prize winners and the Deputy Headteacher's prize winners are displayed in the school newsletter.

Golden Passes can be collected from Mr Worth.

The Rewards System will be reviewed each year, and prizes will vary from year to year depending on demand.

Appendix 4 - Hate Crime

Hate crime not only harms its victims, it also harms their families and communities.

The government is committed to tackling hate crime. We want to raise awareness of what a hate crime is and help people understand that it is not right to target individuals based on their identity.

A [hate crime](#) is any criminal offence which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice towards someone's:

- race
- religion
- sexual orientation
- transgender identity
- disability

These aspects are known as 'protected characteristics'.

A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property.

A hate incident is behaviour which isn't a crime but which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice based on the 5 protected characteristics.

Report a hate crime

You can report a hate crime online or call 101 to speak to the police.

Call 999 if you're reporting a crime that's in progress or if someone is in immediate danger.

If you do not feel comfortable reporting directly to the police, there are organisations who can make a report of hate crime on your behalf.

Witnesses, as well as victims, can report a hate crime.

Recognise a hate crime

It is not always easy to tell the difference between a hate crime or hate incident, but if you feel you have been the victim of, or witnessed, hatred based on one of the 5 characteristics you should report it to the police.

Information in appendix 4 from <https://hatecrime.campaign.gov.uk/>