



NEWLAND SCHOOL FOR GIRLS

Pride. Aspire. Excellence.

CLIMATE FOR LEARNING POLICY

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Approved by Governors	September 2020
Review	September 2021

Our Vision:

To develop a climate where students take pride in their learning, where high aspiration and individual character drive our students to achieve greatness and excellence in all that they do.

CLIMATE FOR LEARNING POLICY

A positive climate for learning is responsibility of every individual. A positive climate for learning is *not just* about a behaviour policy, it is also about:

- Outstanding teaching
- An appropriate curriculum that motivates
- Positive relationships between teacher and learner
- Our inclusive school striving to meet the need of all regardless of ability and ethnicity
- Having the highest of expectations of and belief in students.
- Listening and acting on the student voice
- Staff consistently implementing the school's guidance on managing a positive climate for learning in lessons and around school
- Rewarding positive attitudes to learning

Staff have a responsibility to:

- Develop and build *positive student relationships*, making the effort to be inclusive to every student within their classroom and across the school.
- Be good role models, demonstrating the behaviours valued by the school.
 - Leading by example
 - Being forgiving
 - Using positive language
 - Actively resolving issues and building relationships
- Set high standards; to be consistent in the application of the non-negotiable rules, fairly to every child.
- Have clear and consistent boundaries.
- Praise good behaviour as well as good work, allocating N\$G dollars to reward students.
- Implement the school agreed procedures consistently
- Communicate regularly with parents/carers regarding both positive and negative attitudes to learning

Students have a responsibility to:

- Attend regularly and on time
- Have a pen, planner and a school bag
- Dress according to the uniform pledge; coats off in the school buildings and a blazer worn at all times around school
- Turn off mobile phones in the buildings and put them out of sight and on silent
- Follow polite instructions from staff first time of asking
- Speak politely and respectfully to all, adult and child
- Strive to achieve the highest standards at all time
- Responsibility for your own actions and seek to resolve situations and repair relationships restoratively when required.
- Accept responsibility for your own actions
- Communicate with staff and parents and carers to maintain positive mental and emotional well-being amongst all students


Rewards

As well as offering a diverse curriculum and providing engaging lessons, rewards and praise remains central to our ethos. At Newland School, students are rewarded with achievement points, (Newland Dollars N\$G) which can be exchange for items

from the school shop, to purchase a variety of stationary goods, 'love to shop' vouchers, or students can buy replacement bus/lunch cards, a ticket for prom, or even food items from the cafe.

Students are rewarded in and out of lessons, for demonstrating positive attitude to learning, good leadership skills, good progress, outstanding work, or for a significant contribution in lessons.

The students are automatically rewarded 60 points each week if they have not received any referrals, otherwise these referrals are deducted from the total. The additional points awarded range from 5 points for good work, to 25 points for a Headteachers commendation. The points are collected and contribute towards inter House competitions, they are shared weekly through P4 lessons and are recorded by the students in their planner.



N\$G SHOP IS NOW OPEN FOR SALES!

STUDENT SERVICES SHOP

DESCRIPTION	POINTS
Lip Balm (Pot)	615
Black Biro	70
Blue Biro	70
Green Biro	70
Purple Biro	80
Red Biro	70
Eraser	25
Highlighters (Pack of 4)	295
Mini Highlighter	160
Jotta Pad A4	975
Jotta Pad A5	520
Jotta Pad A6	325
Lanyard	765
Lanyard with plastic holder	870
Pencil	15
Pencil HB	40
Pencil Case	350
Power Bank	3075
Ruler	65
Sticky Note and Page Flags	1045
Sticky Note Cube mini	645
Water Bottle (No Logo)	1665

FINANCE

DESCRIPTION	POINTS
Bus Card	1000
Charity Donation	250
Charity Donation	500
Charity Donation	750
Charity Donation	1000
Love2Shop	500
Love2Shop	2500
Lunch Card	1000
Planner	1250
Prom	500
Prom	2500
Prom	5000

CAFE

DESCRIPTION	POINTS
Bacon Bap	500
Bacon Roll	300
Cheese Toastie	300
Hash Browns	250
Pizza Slice	250
Sausage Muffin	500
Toasted Tea Cake	250

Shop - The quickest way to use your reward points to purchase items from the shop is to complete the collect and return a completed order form to Student Services.

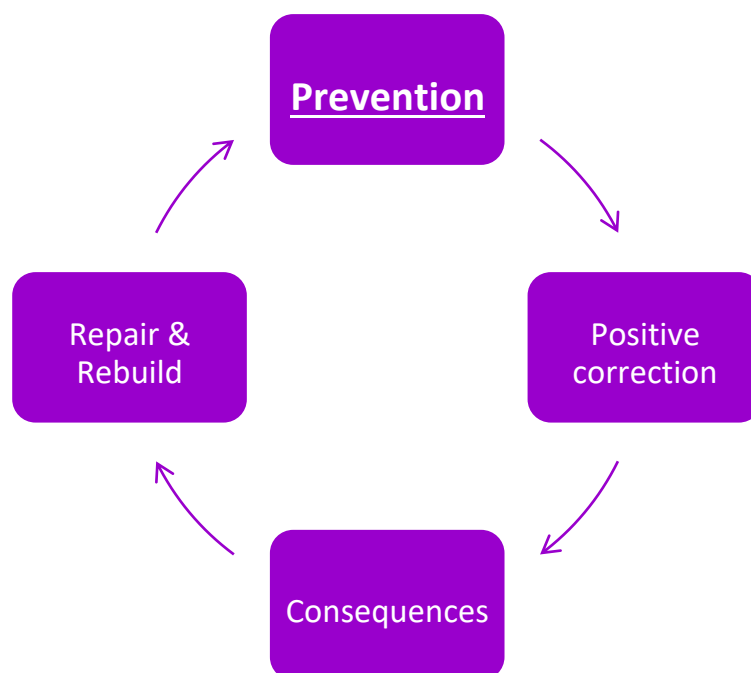
Finance - Purchasing an item from Finance can be completed using the same methods, taking your order form to and collecting items from the Finance office.

Café - When purchasing from the Café, you would be required to collect a token card from Student Services, this can then be exchanged for your goods from the café.

Behaviour Management system

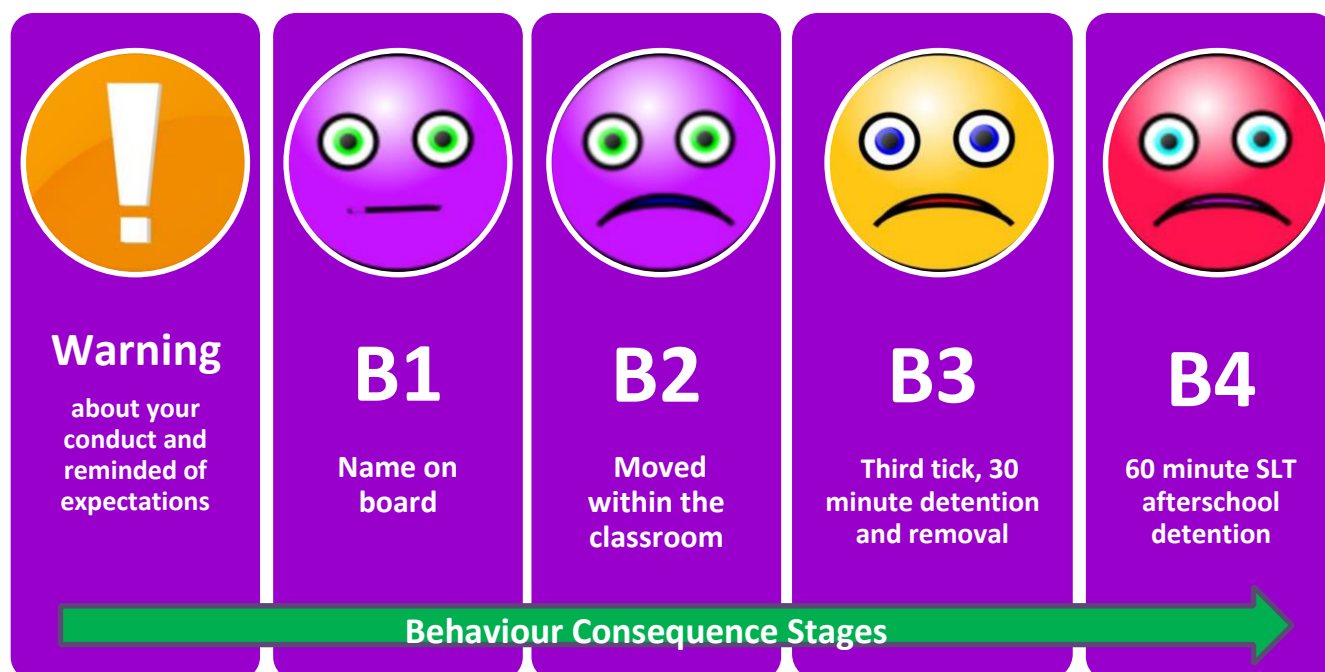
The Newland School for Girls Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise. The Governing Body recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours.

The aim of these strategies is to encourage students to comply with the school rules and re-engage with learning. In some circumstances, the Governing Body and Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. We believe that the four key principles to positive attitudes to learning is:



- **Prevention**: planning for good behaviour; teaching the routines and the rules.
- **Positive Correction**: the basic premise that teachers and schools should adopt a non-confrontational approach to discipline based on positive teacherstudent relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student selfdiscipline.
- **Consequences**: have a clear structure that students understand and use to inform the choices they make.
- **Repair & Rebuild**: the imperative to work hard to build and repair the damage that is done when things don't work out.

Fundamental to the success of these key principles is the implication and use of restorative practice. We use a restorative approach to resolve situations where harm has occurred, this could be following disagreements between peers, to the disruption or defiance caused in the classroom. Students and staff will be asked to participate in a restorative conversation, where the purpose is not to ascertain blame, but to accept responsibility for the harm cause and to resolve any issues and to repair relationships. Both staff and students are expected to fully immerse themselves in the process, and the process shuld be continued until a successful resolution has been achieved.



In class sanctions

As a teacher you must be emotionally intelligent in how you deal with instances of poor behaviour in the classroom, and use a range of behaviour strategies to deescalate the situation. Positive correction is a non-confrontational approach, where mutual respect is essential to positive relationships, and students are clear of the expectations and consequences.

Basic overview:

Warning – Self corrective stage

- Student reminded of the expectations, and how their behaviour is affecting others. Name on consequence board.

B1 - Teacher corrective (B1):

- Tick recorded on consequence board (optional), students informed of the B1 being issued. Time to reflect and correct behaviours.

B2 - Consequence stage (B2):

- Tick recorded on consequence board (optional). Students moved seats and reminded of how their behaviour is unacceptable, solutions offered. Time to reflect and correct behaviours.

B3 - Directorate remove (B3) Yellow Card

- If unresolved with intervention by a Year Leader, the student is removed and placed in an alternative classroom.
- 30 minute session arranged by a year mentor
- Failure to comply or attend the restorative session will result in a 60 minute SLT detention after school and immediate placement in isolation.

B4 – Red Card

- If a student is removed from a lessons by a Year Leader for extreme behaviours, who will establish the keys facts, contact parents for support, and aim to resolve the situation. Depending on the outcome of the intervention, the student will be

displaced in an alternative lesson, with a 30 minute detention, or relocated to the isolation room with a 60 minute SLT afterschool detention, arranged by a Year Leader.

Isolation

- 1-5 days in isolation for serious or repeated misbehaviour. Repeated incidents will result in a student being placed on a 'Pastoral support plan'.

Fixed Term Exclusion

- 1-45 days exclusion for extreme poor behaviour, or continued defiance and disruption. Student placed on a 'pastoral support plan'.

Permanent Exclusion

- For a serious breach of the Schools' climate for learning policy

Teacher detailed overview:

Warning- Self-corrective stage

Teacher reminds student of the expectations, and how their behaviour is affecting them. Name on board (optional). Maintain relationship, non-confrontational, maintain dignity on both sides. Provide options for the student so that they can correct their behaviour, self-regulation.

Teacher corrective (B1):

First tick on the consequence board (optional). The teacher provides options for the student so that they can correct their behaviour. Identify what the issue is, and provide options and alternatives, i.e. moving seats, alternative/additional work, or support, with time to reflect and make corrections. Teacher informs the student of the B1 sanction and should be recorded on SIM's at the end of the lesson.

Consequence stage (B2):

The teacher reminds the student again of the expectations, teachers facilitates an alternative seat in the classroom. Second tick on the consequence board (optional). Remind student of the behaviour expected and if their behaviour doesn't improve, they will receive a 30 minute detention/restorative session. Teacher informs the student of the B2 sanction, and should be recorded on SIM's at the end of the lesson.

Where required:

Directorate remove (B3) Third tick on the consequence board. Teacher should inform the student of the sanction and then send a reliable/responsible student to Students Services, with a Yellow card and request patrol for a displacement. Please DO NOT leave a message on the answer machine, or send an email. Students will be removed by a Year Leader, who will try to resolve the situation where possible, if unsuccessful, the student will be placed into an alternative classroom, within their directorate. Teacher informs the student of the B3 sanction; this should then be recorded on SIM's at the end of the lesson. The Year Leader will arrange the detention, *(it will also appear in red on the timetable on SIM's)* and provide the student with a slip of when the detention is.

Should the student should refuse to leave, a Red Card should be called, and the incident would escalate to a B4.

Teacher will update SIMs with details of the incident and the action that was taken. If the student fails to attend a B3 deteion and B4 detetnion will be arrange for the next day. If the stdunst doesn't attend the B4, they will be place in isolation the following day.

3 B3's within a subject area during a half term would require a directorate report.

Red Card (B4) only recorded by Senior and Year Leaders.

- The student will be removed by a Year Leader, who will establish the key facts, contact parents for support, and aim to resolve the situation. Depending on the outcome of the intervention, the student will either return back to the displaced lesson, with a 30 minute detention, or relocated to the isolation room with a 45 minute SLT afterschool detention, arranged by a year mentor.
- The year mentor will record on Hangouts, and later on SIMS.
- The year mentor will contact with parents/Carers to inform them of the outcome, and organised the SLT after school detention as necessary.
- 3 B4's during a half term would require an Assistant Head report and can result in the student being placed on a pastoral support plan. Parents will be informed of all incidents which lead to the detention, isolation and/or inclusion of their child. It is vital that parents are kept fully informed

Detentions

- Detentions may be organised by individual teachers, directorates and Pastoral Mentors as they see appropriate.
- All detentions should be issued timely and with warning. Lunchtime detentions must finish at 12.45pm to ensure that students have time to get something to eat.
- It is never appropriate to detain a whole class as a result of actions by one or a few individuals.
- Students should not be delayed for more than 10 minutes at the end of the school day to ensure that they catch school transport.
- Whole school detentions run by senior staff occur at lunchtime for those students who are late to school and for those students whose behaviour has been deemed unacceptable, after school. Mentors will collect all students for detention. Detention slips will be issued in a morning for all those signing in after 8.45am and detention slips will be issued to individual's if behaviour dictates it

ISOLATION ROOM

The aim of the isolation room is to reduce the number of fixed term exclusions and to modify poor behaviour. Where possible, contact will be made in advance to ensure that the parents are fully informed to the reasons for the action. The isolation room is

used for an immediate sanction, and students can be placed in the provision for a single period, or up to three days, depending on the severity of the incident.

Reasons for Inclusion

- Fighting
- Swearing directly at staff
- Persistent truanting
- Persistent defiance/disruption
- Theft/vandalism
- Failure to successfully complete - repeat day in inclusion

Isolation supervision

The isolation room is a controlled environment that is supervised by senior leaders within the school, who will expect high standards of behaviour, and completion of all work set. A log is completed throughout the day, and needs to be successful to avoid further consequences.

Should a students' behaviour deteriorate, to the point of distracting others, their parents will be contacted for support, and students will be at risk of being Fixed Term Excluded, before repeating the sanction.

Fixed Term Exclusions

Fixed term exclusions are authorised by the Headteacher. A student would be excluded for repeated persistent defiance, or a serious breach of the schools behaviour policy.

Exclusion Policy

The school will not use either fixed term or permanent exclusion lightly. They must be regarded as the most serious sanction available.

The school is mindful of the "six day" rule – and understands that any length of exclusion over 5 days will necessitate making provision for the student to be educated.

Only the Headteacher can exclude a pupil from the school.

Permanent exclusions will be avoided by "managed moves" where ever possible.

However, on some occasions it will be necessary to permanently exclude a student from the school.

ADDITIONAL SUPPORT PROGRAMMES

The school has established a number of additional strategies to support those students whose unacceptable behaviour/poor attendance is proving to be a barrier to their learning and, if left unchecked, to the learning of others.

Pastoral Support Plan – case loads are determined by Assistant Headteacher, usually as a result of a high number of incidents/red cards and are reviewed regularly.

Currently, there are 3 Year Leaders (pastoral managers), one to support Y11 students and to co-ordinate Transition, one to support students in Y7 and Y8 and one to support students in Y9 and Y10. Their role is to work with and support individual students, to keep them in the classroom and keep them learning. They also work with students to break down the barriers to learning, raise aspirations and motivate them. The pastoral managers also liaise closely with parents. We also have a full time pastoral manager responsible for supporting students in our Learning Support Base, a classroom where students who find mainstream lessons difficult can learn in an alternative environment. Students placed on a support plan will be expected to achieve clear targets, agreed by the student themselves and the parent/carer who will be expected to attend regular support meetings.

Additional support– The school works closely with all outside agencies to support students as appropriate, **co-ordinated through various key pastoral adults.**

- **School Nurse**
- **Listen Up**
- **Connexions**
- **Social Workers**
- **Police**
- **CAMHS**
- **Banardos**
- **SMASH**
- **KIDS**

We also have our own Y9 and Y10 Peer mentors who are trained to support students lower down the school.

Smoking

The whole school is a non-smoking site and therefore no student, member of staff or visitor should smoke on the premises. Students should not bring cigarettes, matches or lighters to school and will be confiscated.

Students are taught to lead healthy life styles; however, we know that some will still take the risk. Students found smoking on or near the site will be asked to put out their cigarettes, and to hand over any smoking related items. The member of staff should place a referral on SIMs and inform the PM who will arrange an afterschool SLT detention.

Those students found to be smoking should be referred to F. Routh for the Smoking Cessation Programme.

Drugs and Alcohol on school site

Students should not bring drugs or alcohol on to the school site. Staff who consider that a student may be under the influence of either drugs or alcohol should contact a member of the Senior Leadership Team immediately who will investigate and if

deemed necessary arrange for the student to go home with a parent. Conversations with the parent regarding support will take place.
Dealing in drugs on the school premises would be a police matter.

School Uniform Pledge

See: “*Uniform Pledge*” [Appendix 2].

Students are expected to follow the school dress code.

As students enter the classroom, all staff are expected to check that students are dressed appropriately. Congratulate girls who look smart and follow the code. Each period 1, mentors will attend all classrooms and the member of staff should inform them of which students are not conforming to the school pledge, the year mentor will then record the referral on SIM's. In all cases the mentor will ensure that the student is appropriately dressed, and look to loan alternative clothing wear possible. Girls wearing visible and large jewellery must be asked to remove it in line with school policy, and to take off any “coloured tops”, coats and scarves. All facial piercings should be removed and all jewellery should be confiscated and handed in to the main office and collected by the student at the end of the day. A referral will be placed on SIM's by the main Office, following three referral, the parent/carer will be asked to collect the jewellery.

Staff are expected to be firm and consistent in following school policy. Strategies should be used that achieve the desired outcome without escalating the situation. Such strategies might include asking politely for example, a coat to be removed, walking away and carrying on with the start of the lesson, another request either verbally or through body language if it has not happened, and then a final request. If this is not complied with, start the consequence route.

Mobile Phones

Mobile phones are allowed at school for both staff and students. It is accepted that they can be a valuable form of communication for students with their parents when travelling to and from school. This is particularly so when students are involved in after-school activities. At any time, mobile phones are NOT allowed out inside of school buildings and WILL be confiscated.

“Out of Sight and Turned Off” Mobile phones should not disturb lessons by ringing or “bleeping”. Students should not be using phones in lessons to send or read text messages or to make or receive calls.

During all formal sessions – i.e. lessons, including those held off-site at another school, college or sports centre; registration; tutor time; and assemblies – it is expected that mobile phones are turned off and put out of sight in a bag or pocket. Mobile phones should not be turned on or visual inside the school buildings and this includes at break time and lunchtime. This policy applies to both staff and students. It is an expectation that staff remind students at the start of a lesson to ensure that their phones are turned off and to ensure that they are placed securely out of sight in a bag or pocket.

Students should also be reminded that if a mobile phone is used or heard during a lesson it will be removed and will have to be collected from the school office at the end of the day by the student.

Confiscation of Mobile Phones

Staff who confiscate a mobile phone from a student are responsible for its safe keeping. The phone should never be left unattended on a desk or placed in an

unlocked drawer following confiscation. The phone must be taken personally to the school office for safe keeping as soon as is practicably possible.
A referral will be logged on SIMs by the school office

The office will keep a record of the phones confiscated and send a text home. If a student has their phone confiscated for a third time it will not be released except to a parent. The office will generate the appropriate text/email home.

Use of Mobile Phones for taking photographs/videos

It is not appropriate for students to use mobile phones for taking and sharing humiliating photographs or videoing others being harassed.

SCHOOL POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS

What is reasonable force?

The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
“Reasonable in the circumstances” means using no more force than is needed.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable adjustments should be made to this definition for children with special needs and/or disabled children who may have known issues and also may have a handling plan.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes, to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

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

At Newland School for Girls, force as a punishment will not be used – it is always unlawful to use force as a punishment.

Only staff who have undertaken the Team Teach Training should be physically restraining pupils. However, if a child is at risk it is vital that you act with authority to stop them either hurting themselves or hurting others. It is important that you do not put yourself at risk of harm and should endeavour to find support in such circumstances and ensure a senior member of staff is called immediately.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal and illegal high drugs
- stolen items
- tobacco, cigarettes, cigarette papers and lighters
- fireworks

Informing parents when force has been used on their child

All instances where physical restraint or control has been used on a student, the member of staff should complete a **Record of Physical Restraint /Control Form**. This form will be used when communicating the incident details and the need for restraint to the parent(s).

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

Learning matrix are you?

Which type of learner

Become a champion learner; achieve expert learner each half term.

	Expert Learner	Advanced Learner	Developing Learner	Basic Learner
Pride - How you follow School expectations				
Attendance	100-98%	97.9-95%	94.9-90%	Below 90%
Punctuality	Arrives in plenty of time for all lessons, moving on or before the first bell.	Moves on the first bell.	Arrives ahead of time, before second bell.	Arrives on second bell.
<i>Subjects</i>				
Uniform	Wears correct uniform and PE kit with pride; sets a positive example to their peers.	Wears correct uniform and PE kit with pride.	Wears correct uniform with pride on most occasions.	Wears correct uniform
<i>Subjects</i>				
Equipment	Prepared for lessons with advanced equipment; a wide range of stationary items.	Prepared with advanced pledge equipment.	Prepared with basic pledge equipment, and some additional items	Prepared with basic pledge equipment items
<i>Subjects</i>				
Respect	Always well mannered, actively seeks to encourage others.	Uses good manners, thoughtful of others.	Well mannered, considerate of others.	Able to use basic manners.
<i>Subjects</i>				
Behaviour	No negative behaviour points, high number of reward points and actively encourages others.	No negative behaviour points, high number of award points.	Low negative behaviour points, average number of rewards points	Low negative behaviour points, some rewards points
<i>Subjects</i>				
Aspire – How you work				
Responsibility	Always works effectively as a team player	Works well in teams	Can work well in teams	Has difficulty working with others
<i>Subjects</i>				
Resilience	Continues to apply effort to challenging tasks, with limited support. Self-managing.	Applies full effort to challenging tasks without giving up.	Works well to achieve task without giving up.	Works with some determination before stopping.
<i>Subjects</i>				
Independence	Works exceptionally well on their own on challenging task, starts next task without asking.	Work well independent with a high level success.	Work successfully on their own.	Can work on their own.
<i>Subjects</i>				
Excellence – How you achieve				
Self-Assessment	Understands fully how to improve their work during the lesson and takes significant steps make those changes	Can identify ways to improve their learning; actively makes the necessary changes	Is able to assess their learning in this lesson and makes some changes.	Attempts to evaluate own learning, with some success.
<i>Subjects</i>				
Quality of work	Work used as an example to others A high level of curiosity and initiative shown, actively seeking to improve.	Work complete to a high level, actively seeking of ways to improve.	Work completed to a good level. Some self-improvement.	Work completed to minimum expectations.
<i>Subjects</i>				



Target grades	Strives to meet or exceed all requirements across all lessons, actively seeking feedback.	Strives to meets all requirements in most lessons, acting on feedback given.	Strives to meet requirements of lessons, with good use of feedback.	Strives to meets minimum requirements of lessons, use of feedback
<i>Subjects</i>				
Homework	Seeks the opportunity to extend their learning and exceed the expectations.	Completed to a high standard, some additional	Completed to a good standard	Minimum homework requirements met
<i>Subjects</i>				

Newland School for Girls Our student pledge....

*...to aspire for excellence; recognised
through rewards.*

I will be rewarded with House Points (N\$G) if I have demonstrated:

- **Good work**– that I have completed an excellent piece of work, or I have been successful completing a new task. I have contributed significantly in lessons, or I have been an effective leader. **(5 Points)**
- **Homework** – I have completed an outstanding piece of Homework. **(5 Points)**

- ***House Awards*** – I won a House Challenge competition, or made a significant contribution to my House. **(25 Points)**
- ***Student Leadership*** – I have taken responsibility for an area of leadership within the school, or I have demonstrated outstanding leadership skills in or out of lessons. **(10 Points)**
- ***SMSC Award*** – I have been nominated for a SMSC Star Award for my significant contribution towards the school or community. **(15 Points)**
- ***Headteachers commendation*** - I could be nominated for reward this by my teacher, so if I have done something really well, perhaps I could ask my teacher if I deserve a nomination. **(5 Points)**
Pride. Aspire. Excellence.



Newland School for Girls Our
student pledge....

...to have pride in our appearance.



My uniform:

I will always wear my shirt and tie correctly.

I will take pride in wearing my blazer.

I will wear black trousers or a black non-fitted knee length skirt.

I will wear plain black shoes, with black socks/black tights with a skirt.

My appearance:

I will only wear one pair of studs/sleepers

I will not wear any facial piercings

I will not have any extreme hair colour/style

I will not wear long false/acrylic nails

I will only wear discreet make up.

□ I will wear the correct PE uniform, with sports trainers.

Black shorts/purple skirt, purple top.

