

Langley Park School for Girls



Parent/Carer Handbook 2025-2026



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Contents

Welcome to Langley Park School for Girls	5
Headteacher's Welcome	5
School Vision and Values	6
Impact Multi Academy Trust (IMAT)	6
General Information	8
School Term and Holiday Dates	8
Timings of the Day	8
School Routines	9
Arrival and Departure from School	9
Adverse Weather (Snow closure)	9
Friends of LPGS (PTFA)	9
Voluntary Fund	10
Catering	10
Free School Meals (FSM)	11
Mobile Phones	11
Lost Property	13
Lockers.....	13
Uniform	14
Uniform for Years 7 – 11	15
PE Kit	15
General Equipment Required By Students	19
Art Equipment.....	19
Health & Safety Information.....	20
General Safety	20
Medical Support	20
Medication	20
Nut Aware School.....	20
Accidents and Injuries	20
Security and Site Access	20
Safeguarding	20
Emergency Evacuation Procedures and Lockdown	21
Health and Safety Rules for Workshops and Laboratories	22
Information Technology	23
ICT Acceptable Use Policy.....	23
IT Cloud Services	23
Access to Parent Apps	24
My Child At School (MCAS)	24
Social Media at LPGS	25
Use of AI	27
Data Protection	28
Pastoral Care – How Our Students Are Supported.....	29
The Pastoral System.....	29
House System.....	29
Safeguarding and Inclusion.....	30

Help, Guidance and Advice for Students	31
Special Educational Needs and Disabilities (SEND) Team	31
Communicating with the School.....	33
General Enquiries	33
Reception	33
Communication	33
Parents' Information Evenings	34
Complaints and concerns.....	34
Who to contact about what.....	35
Stronger Together: Families and School Supporting Students.....	36
Parents' Evenings.....	36
Behaviour for Learning Procedures	38
The Langley Way	38
Conduct About the Buildings	39
Care of School Buildings and Property	39
Anti-bullying	40
Rewards and Sanctions	42
Reward and Behaviour Tariff.....	44
Home – School Agreement	46
Attendance and Punctuality.....	47
Reporting Absence	47
Repeated Absence	47
Punctuality.....	48
Medical Appointments	48
Holidays in Term Time.....	48
Is My Child Too Ill For School?	48
Sickness and First Aid.....	50
How To Help Your Child Succeed In School	51
Teaching and Learning	52
The Langley Lesson.....	52
Home Learning	53
Learner Handbooks	53
Library.....	53
Careers Programme	53
The Langley Park School for Girls Curriculum	55
Key Stage 3	55
Key Stage 4	55
Key Stage 5 (Post-16)	55
Curriculum Vision	55
Reporting and Assessment.....	59
Relationships, Sex and Health Education.....	59
Religious Education & Collective Worship	60
Personal Development – Tutor Time.....	60
The Extended Curriculum	60
Educational Visits	60
Extra-curricular Activities	61

Performing Arts at LPGS	61
Sport at LPGS	61
Student Leadership and Sixth Form	63
Student Leadership	63
Our Sixth Form (LPGS6)	63
Assessment, Recording and Reporting	66
Assessment data definitions included reporting home	66
Commitment to Learning (C2L)	67
Staff List 2025/26	68
Teaching Staff	68
Associate Staff	71

Please note:

Information in this handbook is correct at the time of publication (July 2025), any amendments/additions throughout the year will be communicated through letters home.

Welcome to Langley Park School for Girls

Headteacher's Welcome

Dear Families,

Welcome to Langley Park School for Girls (affectionately known as LPGS).

I recognise the trust you have placed in us in choosing LPGS for your child and welcome you and your child to our wonderful school community. It is my privilege to work with engaging students, a dedicated team of teachers and associate staff, and supportive parents and carers. We look forward to getting to know your child as an individual, to supporting them to grow academically, personally and socially, and to working together with you to enable them to thrive.

Since our founding as Beckenham County School for Girls in 1919, LPGS has proudly embodied its motto "*Ad Rem Mox Nox*" — "Time is short, get to work". Over a century later, this guiding principle continues to shape our ethos: we are ambitious, purposeful, and determined.

Our school is a welcoming and non-selective girls' comprehensive, with a vibrant and inclusive mixed Sixth Form. We serve around 1,700 young learners from the local community and consistently achieve strong academic outcomes. More importantly, we cultivate a school environment founded on six core values:

- **Belonging:** every student feels accepted, connected, included and valued
- **Equality:** ensuring equal access to opportunities, support and success
- **Kindness:** promoting care, consideration and empathy for others
- **Ambition:** striving for personal growth, goals and academic success
- **Respect:** valuing others and differences, listening, seeking to understand and sustaining positive relationships.
- **Determination:** staying focused, working hard, overcoming challenges and striving to achieve goals.

These values lie at the heart of everything we do— whether in classrooms, sports, performing arts, or pastoral care. We want every student to be happy, feel safe and achieve their academic potential. We also want to ensure that our young people acquire not only the academic qualifications but also the skills, character and confidence to lead fulfilling lives beyond school.

As you explore this handbook, I hope you will feel well-informed about our vision, values, routines and policies. We view parents and carers as equal and essential partners in your child's educational journey. Your engagement, through communication with tutors, participation in events, and encouragement at home, makes an enormous difference.

Thank you for entrusting us with your child's education and wellbeing. I look forward to meeting you at our upcoming events and collaborating to ensure they thrive both inside and outside the classroom.

With best wishes for a successful year ahead.

Mr Stephen Whittle
Headteacher

July 2025



Enabling everyone to thrive - acting with kindness, determination and respect

School Vision and Values



Langley Park School for Girls: Vision & Values

OUR VISION:

"Enabling everyone to thrive, acting with kindness, determination and respect"

OUR VALUES:

BELONGING



Feeling accepted, supported, connected, included and valued

EQUALITY



Providing equal access to opportunities, support and success

KINDNESS



Acting with care, consideration and empathy for others

AMBITION



Striving for personal growth, goals and academic success

RESPECT



Valuing others and differences. Listening, seeking to understand and sustaining positive relationships.

DETERMINATION



Staying focused, working hard, overcoming challenges and striving to achieve goals.

#TEAM

LPGS

Impact Multi Academy Trust (IMAT)

Our Trust formed on 1 September 2022, bringing together the former Langley Park Learning Trust (two secondary schools and three primary schools) and Impact Multi Academy Trust (two secondary schools). In April 2025, Darrick Wood Secondary School joined the Trust. All our schools serve the local community in Bromley, with many of our families having children at more than one of our schools. Having worked increasingly closely together, we concluded that we had shared values and cultures and that by working together, in a multi-academy trust, we could increase the opportunities available to our staff and to the children in our schools.

Impact Multi Academy Trust, consists of eight schools:

Clare House Primary School
Hawes Down Primary School
Langley Park School for Boys
Langley Park Primary School

Darrick Wood Secondary School
Hayes School
Langley Park School for Girls
Ravens Wood School

We believe that:

- Our children and young people will achieve and experience even more as part of a larger family of schools.
- Our staff will benefit from greater opportunities for collaboration and personal and professional development within a larger trust.
- Combining our experience, expertise and resources will enable an even better range of services, will support sustainability to our schools, and also maintain and advance educational excellence.

The individual schools, of course, retain their unique identity and character whilst the opportunities for increased collaboration help all our schools move forward for the benefit of all our pupils and students.

Being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from 4 to 18.

We have high aspirations for all the students that attend Impact Multi Academy Trust Schools. We also have high expectations about what they will receive from, and contribute to, their education. We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

For more information about the trust, please visit the trust website: www.imat.uk.

General Information

School Term and Holiday Dates

Autumn Term 2025	Monday 1 September – Friday 19 December
	Half Term: Monday 20 October – Friday 31 October
Spring Term 2026	Monday 5 January – Friday 27 March
	Half Term: Monday 16 February – Friday 20 February
Summer Term 2026	Monday 13 April – Wednesday 22 July
	Half Term: Monday 25 May – Friday 29 May

Inset Days

Monday 1 September 2025

Tuesday 2 September 2025

Monday 5 January 2026

Monday 29 June 2026

Timings of the Day

We operate a two week timetable throughout the year, Week A and Week B. The week commencing 1 September will be Week A.

Your child's lessons will be scheduled into a two-week cyclical timetable, which they will be given in September.

8:30am – 8:45 am	Registration
8:45am – 9:45am	Period 1
9.45am – 10:45am	Period 2
10.45am – 11:05am	Break
11:05am -12:05pm	Period 3
12:05pm – 1:05pm	Period 4
1:05pm – 1:50pm	Lunch
1:50pm – 2:50pm	Period 5
2:50pm – 3.10pm	Tutor Time

Please note that whilst students will be dismissed at the end of the school day, and asked to leave the site immediately unless they have an after school club or a detention; we reserve the right for students to be dismissed at a later time should we need to hold an impromptu assembly (up to 3.30pm).

School Routines

The following school routines are designed for the benefit of all to enable the school community to function efficiently. Your full parental support helps to ensure that your child respects and obeys these routines for the benefit of themselves and others.

Arrival and Departure from School

Almost all students live within a walking time of 20 minutes to school. We therefore expect the majority of students to walk, cycle or take public transport.

Vehicles on Hawksbrook Lane

As we are situated on what is effectively a single-track lane serving three schools, we request that parents/carers do not drive down Hawksbrook Lane or St Dunstan's Lane unless they or their children have mobility issues. Congestion, air pollution and dangerous driving cause harm to our young people.

Where vehicles enter Hawksbrook Lane, drivers are requested to be mindful of a large number of children and young people accessing our schools. You are requested not to cause an obstruction and to show consideration for other road users.

Bicycles

Students are welcome to cycle to school with the permission of parents/carers. A bike compound is available to students. Whilst the school will do all it can to ensure the security of the compound, it cannot take responsibility for the loss of, or damage to, bicycles.

Bicycles should be roadworthy and students should wear a helmet. It is also advisable for students to have passed the cycling proficiency test.

Pedestrian safety

Staff, students and visitors are reminded to use footpaths on Hawksbrook Lane and to cross roads on their journey to and from school at safe, designated crossing points.

Adverse Weather (Snow closure)

The school has established procedures for dealing with school closure.

- The decision to open or close the school will be made by the Headteacher.
- The decision will be made by 7.00am at the latest.
- The decision will be communicated on the school website and via email. You are advised to check this before sending your child to school.

If it has snowed, please do not assume that the school will be closed. The school will only close if it places the health and safety of staff and students at risk. If weather conditions deteriorate whilst the school is in session, we will endeavour to contact parents/carers to inform them of the situation via the website and e-mail. Students will be kept informed of the decision and guidance will be given as to the next steps. Langley Park School for Girls is committed to ensuring that all our students are able to maximise their potential and any decision to close the school will not be taken lightly. We will aim to remain open or partially open during inclement weather to avoid disruption to students' learning but will consider the conditions and safety of students on the school site, transport links in the area as well as levels of staffing. Langley Park School for Girls has good public transport links and we rely on parents to make appropriate decisions about student safety when travelling during periods of inclement weather. Students should wear suitable clothing when travelling, including a hat, gloves and a suitable coat, as necessary. Suitable footwear to cope with the weather may also be necessary.

Friends of LPGS (PTFA)

We have a newly formed Parent, Teacher and Friends Association, who support the school at various events and fundraise for additional resources. If you would like to volunteer or find out more information, they can be contacted via ptfa@lpgs.bromley.sch.uk.

Voluntary Fund

Our vision is to be a school that enables everyone to thrive both during and beyond their years at school.

An important part of our offer is the learning that happens beyond the classroom:

- a wide range of extracurricular clubs and sporting opportunities
- an exciting array of trip opportunities
- placing importance on the visual and performing arts
- a vibrant and relevant careers and futures offer
- providing opportunities for students to be leaders

These experiences are vital so that students can:

- discover and explore wider interests
- forge wider friendships and connections with students
- strengthen that sense of belonging that is so important for wellbeing
- make lasting memories

We are asking for your help.

It is no secret that school budgets are under ever increasing pressure and we want to continue to offer all these opportunities, and ideally widen them further!

By donating to our School Fund and giving a regular amount or annual donation to the fund, it makes a real difference in the school being able to keep resources and equipment up to date, enriching and enhancing the unique and special opportunities available to your child/children.

In addition, if you are a UK taxpayer you are able to make a Gift Aid declaration which allows the school to claim tax you have already paid back from the Inland Revenue, meaning that every pound you donate will be worth an extra 25 pence. Please tick the relevant box when prompted on the Just Giving platform. <https://www.justgiving.com/campaign/lpgsfund>



Catering

Students may either bring a packed food from home or purchase food from the canteen. Fizzy and energy drinks are not allowed to be brought into school.

Food and drink may be eaten in the dining area, Dalo or outside in the school grounds. In the event of wet weather, students are also allowed to eat in designated areas for their year group. Students in Years 7 to 10 are not allowed to leave the premises at lunchtime. Some students in Year 11 earn the privilege to go off site during lunchtime. Please note, hot food purchased off-site cannot be brought into the school.

We operate a cashless system for which all students use their ID card. Cashless catering reduces the problems of students carrying cash within the school environment and encourages healthy eating. A cashless system also enables those who are entitled to a free school meals allowance to be in receipt of this without others knowing this.

From September 2025 the cost of a main meal will be £2.90. An average daily spend is approximately £7.00 per day.

Credit should be added to your child's account via the My Child At School (MCAS) app or online at <https://www.mychildatschool.com/MCAS/MCSParentLogin>. Further information on the MCAS app and how to set up your account is the Information Technology section of this handbook.

There are no overdraft facilities within this system, so students must learn to be responsible. All money should be credited onto MCAS accounts online using a credit or debit card.

If a student is entitled to the free school meal allowance, this will be credited to their account on a daily basis and any unspent allowance will remain on the account for 48 hours. Students should understand that if they use their free school meal allowance at break time, it will not be available for lunch. Parents/carers can top up the account via MCAS for any additional food requirements as food may be purchased during any of the service times.

Students will need to ensure they have their ID card with them every day. In the event that the ID card is lost, a replacement should be purchased via MCAS.

All students who intend to purchase food from the canteen must have credit on their MCAS account.

Innovate Catering provide our break and lunch services. A wide variety of choices are available for all dietary needs. Details of the menus, pricing and further information can be found on our [website](#). Innovate provide a breakfast service, with free porridge, from 8.05-8.25am.

Free School Meals (FSM)

We want to ensure that parents and carers who are eligible for Free School Meals submit their claims as early as possible ahead of the new academic year. Please note students joining in Year 7 or 12 will need to reapply for the Free School Meals Allowance. It's vital that this information is accurate and up to date, as we are required to submit returns to the Department for Education (DfE), Ofsted, and the London Borough of Bromley—our Local Authority. These agencies use the data to understand our school population, which directly influences how our performance is judged.

In addition, our school budget is positively affected by the number of students registered for Free School Meals. Higher confirmed eligibility means additional funding for the school, allowing us to provide greater financial support for trips, educational resources, and other forms of assistance for families in need.

Please rest assured that receiving Free School Meals is completely confidential. The funding is credited directly onto your child's account each day, with no separate payment process or visible distinction in the school canteen.

Eligibility

To qualify for Free School Meals, your child must be in full-time education at a Local Authority maintained school in Bromley, such as Langley Park School for Girls. It does not matter if your home address is outside the Bromley borough; eligibility is based on the school's location.

Your child may be eligible if you receive any of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit (as long as you're not entitled to Working Tax Credit), with a gross annual household income of £16,190 or less (as assessed by HMRC)
- Guaranteed Element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Working Tax Credit 'run-on' (paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit, with a net annual household income of £7,400 or less (after tax, excluding other benefits)

How to apply

If you receive one of the above benefits and have not yet applied for Free School Meals, please contact **Pupil Benefits** at the **London Borough of Bromley** on **020 8313 4127** (available Tuesday to Thursday) to request an application form. You can also apply online at <https://www.bromley.gov.uk/FreeSchoolMeals>.

Once completed, the form should be returned to the address provided on it.

If your application is approved, you will receive further information on how the system works.

For information on applying in other local authority areas visit <https://www.gov.uk/apply-free-school-meals>

For additional help or guidance, please email us at lpgsfinance@lpgs.bromley.sch.uk.

Mobile Phones

Students are **not** be permitted to use their phones at any time while on school premises, including after the final bell. Phones must remain switched off and out of sight until students have left the school site (having exited through the school gate). We operate an **"On site, out of sight"** policy.

Whilst on site, students' phones should be switched off and out of sight. If a student is seen with a mobile phone during the school day they are choosing to have it confiscated by any staff member in the school. If a phone is confiscated it will be taken to Reception. Phones will not be returned to the student. Reception will notify parents/carers - who will be required to collect the phone from reception between 8am and 4.30pm.



Students are not required to make contact with parents or carers by during the school day. If a student is unwell, they should tell their teacher who may send them to reception. The decision about whether to contact home will then, and always, be made by a member of staff.

We also request that parents/carers do not make contact with students by phone during school hours.

We believe this helps to reinforce positive habits, reduce distractions, and supports student wellbeing.

We appreciate that mobile phones are an important means of communication, particularly for travel and safety, and students will still be able to use their phones once they are off the school grounds.

We kindly ask for your support in reinforcing this message at home and ensuring your child understands the importance of adhering to this policy. Should you need to contact your child during the school day, please continue to do so via the school office.

Below is a brief rationale for the banning of mobile phones in school.

- **Minimising Distractions**
Mobile phones are a significant source of distraction in schools. Notifications, social media, games and messaging apps can divert students' attention away from lessons, reducing their ability to concentrate and engage with the material being taught.
- **Promoting Academic Integrity**
The presence of mobile phones in examinations represents candidate malpractice.
- **Encouraging Social Interaction**
School is not only a place for academic learning but also for developing social skills. When students are absorbed in their phones, they miss opportunities to interact face-to-face with peers, which is essential for building communication skills, empathy, and teamwork.
- **Reducing Cyberbullying**
Mobile phones can be a tool for cyberbullying, allowing harmful messages, photos, or videos to be shared instantly. Restricting phone use during school hours can help create a safer and more respectful environment for all students.
- **Supporting Mental Health**
Constant connectivity and social media use have been linked to increased anxiety, depression, and low self-esteem among students. Limiting phone use during school hours can provide a mental break and encourage healthier habits.
- **Enhancing Learning Outcomes**
Studies have shown that students perform better academically in environments where mobile phone use is restricted. Without the temptation of their devices, students are more likely to stay focused and retain information.
- **Ensuring Equity**
Not all students have access to the latest smartphones or data plans and the school supports the decisions of parents/carers who choose not to provide their child with a phone or smartphone. Banning the use of phones in school during the school day helps level the playing field and prevents feelings of exclusion or inadequacy among students who may not have the same technology.

Practical considerations

Question: What if I need to call home urgently?

Answer: For urgent communications, students may report to Reception at break or lunchtime. The school will communicate with parents/carers where a child is unwell or there is a need to inform of an incident in school.

Question: What if my parents/carers need to call me?

Answer: We would ask that in the event that parents/carers need to convey urgent information to their child this is communicated via the school reception and switchboard. We have a system where urgent messages can be passed onto students. We would otherwise expect that non-urgent messages about after school arrangements can be sent to students by text message and read at the end of the school day.

Question: What if I want to look at my homework?

Answer: Students may access homework apps on one of the many PCs in school. They may additionally record homework details in their learner handbook.

Question: What if I need to know my timetable?

Answer: All students will have a copy of their timetable in their learner handbook, which should be with them in school every day.

Question: What if I need to use my mobile device for learning?

Answer: We have open access computer rooms and the library available to students at break and lunch time. Teachers will book computer rooms for lessons.

Question: What if I need to know the time?

Answer: We encourage students to wear a wristwatch. There are clocks in classrooms and around the school.

Question: What if I am caught with my mobile phone out in school?

Answer: A member of staff will request the mobile phone and it will be confiscated, taken to Reception and be available for collection. Students are expected to comply with this instruction from staff and there will be more serious consequences for failure to co-operate with staff should this be the case.

Students are permitted to bring their mobile phones into school on the understanding that if they are lost or broken the school takes no responsibility for this.

Thank you for your continued support in helping us create a safe and focused learning environment for all students.

Lost Property

When items of property or uniform are found, they are taken to The Store (next to the canteen). Students are able to access the store before morning registration and at the end of the day to check for misplaced items. At the end of each half term, the items are also displayed in the canteen area for students to collect. Uniform items remaining after this time are donated to the pre-loved uniform sale and other items are recycled, donated to local charity shops or disposed of.

Lockers

We have over 900 outdoor, waterproof, lockers. These can be hired from Secure Locker Rentals directly for a termly fee. Pupil Premium students will have lockers hired for them by LPGS, these will be allocated in September.

Details of how to hire a locker via www.locker.rentals are below. If students want to share a locker with a friend or sibling, they can of course do this.

THE UK'S NO.1 SCHOOL LOCKER.

Secure

LOCKER.RENTALS



2 SIMPLE WAYS TO RENT YOUR LOCKER.



1

Visit www.locker.rentals



2

Scan this QR Code

Once on the web app do the following:

- Enter your **LOCATION**
- Choose your **PREFERRED LOCKER AREA** from the drop down menu (if available)
- Click on **CHECK AVAILABILITY**
- Where prompted enter your details and read and agree to the terms and conditions
- Click on **RENT LOCKER** and follow the instructions for entering your payment details
- You will then be emailed a locker code and the number of your locker compartment.

How to Access your Locker:

- Go to the locker number detailed on your confirmation email
- Enter the **4 digit code** detailed on your confirmation email and open the lock
- Should you forget your code it can be reissued by visiting www.locker.rentals and clicking on the re-issue my locker code link.

Uniform

The school has a uniform policy. All students are expected to wear the correct school uniform when travelling to and from school, during the school day and on journeys, events and visits arranged by the School unless otherwise specified. School uniform must be worn tidily and correctly. The School reserves the right to send students home to change if they are not in the correct clothes and to confiscate items of inappropriate clothing.

We are a school with high expectations and this is reflected in our uniform policy. Families tell us that our expectations and reputation are something they value about the school. Students are ambassadors for our school community.

We ask that families support us by exercising careful judgement in matters of uniform and that you check any potential purchases which might prove to be controversial with us before you make them.

We recognise the value of having a uniform in encouraging identity with, and support for, the school's ethos, overcoming social difficulties which could otherwise separate students. Other advantages include:

- Safeguarding students (a clearly recognisable uniform makes it possible to identify strangers and affords a degree of safety as the students are part of an identifiable large body of people who will look out for each other on the way to and from school)
- Preparing students for the future (many jobs require staff to wear a uniform or to follow a dress code)
- Providing a prescribed standard and helping students understand the difference between formal and informal dress
- Eliminating potential stress on young people to purchase and wear expensive, fashionable items of clothing
- Establishing and reinforcing high expectations
- Instilling a sense of belonging and identity (uniform and team kits nurture cohesion and help our students to demonstrate pride in their school)
- Supporting positive behaviour and discipline

We believe that if our students look 'smart' they will take pride in their appearance, understand the importance of presentation and approach their learning with the right attitude.

Whilst we recognise young people's desire for self-expression, the inevitable interest of some to rebel against any imposed uniform, and the time taken by school staff and parents/carers to reinforce expectations, we consider the many benefits to outweigh any disadvantages.

In the event of an unavoidable and temporary emergency resulting in a student being without the correct uniform, parents/carers are asked to ensure that their child has a suitable note of explanation and that the matter is resolved as a matter of urgency. All items of clothing should be clearly marked with the student's name.

We expect students to take pride in their personal appearance and in wearing the school uniform. Their clothes should be clean and smart and shoes should be polished. Any clothing worn underneath blouses for warmth should not be visible.

Students will be expected to be in full school uniform on arrival at school and will be reminded of expectations. During form time, form tutors will support students in being ready for school and in addressing any uniform issues. If needed, they will be provided with the support and equipment to enable them to meet the expectations (e.g. access to nail files, nail clippers, make-up remover wipes, spare uniform items).

In accordance with our behaviour management expectations and policy, students with uniform infringements after the end of registration (8.45am) and throughout the school day will receive a C2 detention.

Uniform for Years 7 – 11

Skirt or trousers*	Navy Check Knife Pleat Skirt <i>No shorter than knee-length, no longer than mid-calf</i> Regulation school navy trousers with school crest
Blazer*	Badged and piped school blazer (Years 7-9)
Blouse	Regulation school blouse <i>White cotton open neck with lapels, either long or short-sleeved</i> <i>This must be an open-necked blouse not designed to be buttoned at the neck</i>
Jumper (optional)*	Navy V-necked jumper with trim <i>If a blazer is worn the jumper is optional</i>
Cardigan (optional)*	LPGS cardigan (Years 10 and 11 only)
Tights or socks	Plain navy tights Navy knee-length or navy short socks (without bows)
Shoes	Black school shoes without heels They should be 'polish-able' <i>PLEASE NOTE: ankle boots, leather style trainers and black trainers are not part of the school uniform.</i> <i>No obvious brand names or logos are permitted. However, Kickers shoes with ankle support are allowed due to the sturdy nature and support.</i>
Outdoor coat	Plain navy or black outdoor coat or jacket <i>Logos, hoodies, denim, leather, suede PVC and "fur" coats/jackets are not allowed. If you are unsure of suitability, please contact school before purchasing.</i> <i>They can be worn during transition times but must be removed in classrooms.</i>
Bag	All students in Years 7 – 11 are required to use a durable rucksack of any colour. This is to provide good back health and reduce corridor congestion. There is no 'school issue' rucksack but we ask that it is practical, sturdy and a non-designer brand.
Jewellery	The following are permitted: Simple watch (not smart) 1 small stud per ear Nails are natural colour and finger-tip length Other items of jewellery are not permitted, including multiple earrings in one ear and facial piercings.
Make-up	Make-up including fake tan, false eye lashes and false or long nails, are not permitted.

* These items are only available from the school suppliers below.

Bromley and Beckenham Schoolwear- www.bromleyschoolwear.co.uk / 020 8460 0032

121 Uniforms – www.121uniforms.net

PE Kit

Compulsory items

- LPGS polo shirt with logo*
- Navy Skort OR Navy Football shorts**
- Navy Hockey/Football socks **
- Navy/Black mid-thigh cycle shorts**
- Black sports leggings**
- Majority white trainers - not bright colours or black
- White sports socks
- Shin pads (compulsory for Years 7, 8 and 9)
- Gum shield (compulsory for Years 7, 8 and 9)

Optional additional PE kit

The following items are optional but if purchased are only available from www.grahamegardner.co.uk.

- Tracksuit top, navy with school badge*
- Tracksuit bottoms, navy with school badge*
- Sports holdall (students should use a sports bag to carry their PE kit to and from school. Handbags are not to be brought to school)
- Navy/Black/White Long sleeve base layer**

* These items are only available from www.grahamegardner.co.uk

**These items are available from www.grahamegardner.co.uk but can also be purchased from other shops. If purchasing from shops these items must be unbranded.

All Uniform and PE kit must be labelled with the student's name

We also hold pre-loved uniform sales in school each term. Donations of pre-loved uniform can be left at Reception during school opening hours. The dates of pre-loved uniform sales are advertised on the website and in the weekly letter to families.

The school's uniform regulations have the authority of the Governing Body and in accepting a place at Langley Park School for Girls for their children, parents/carers are, therefore, accepting the regulations of the school.

LPGS UNIFORM: ARE YOU GOOD TO GO?



WHY?

Uniform is a key way we signal we belong to one community and uphold our high standards and reputation that benefit everyone. We also believe in the liberating environment that a girls' school can provide; our expectations regarding hair, make-up, nails and jewellery are part of focusing on who we are on the inside. Thank you for respecting our uniform.

SHOE – ADDITIONAL GUIDANCE



Good for school.



Not okay for school.



Jewellery, make-up and hair

The only items of jewellery permitted are a watch (not a smart watch) and a small pair of plain stud earrings for pierced ears, worn **one** in each ear. No other facial piercings are permitted. Jewellery and make-up are not allowed.

Students who are incorrectly attired will be supported by being able to borrow appropriate uniform from our 'Store' and also access nail varnish remover, make up wipes etc there. Jewellery can be confiscated.

Unnatural hair colours and any form of artificial nails or nail colours are not permitted. For safety reasons, nails should be no longer than finger tips. Students who arrive in school with nail varnish, false nails and/or nails longer than finger tips will be asked to remove them and given the equipment to do so (nail varnish remover, clippers, nail file etc). Should students be unable (or unwilling) to remove/cut the nails they will be withdrawn from lessons. Hair bands should be discreet – preferably black or navy.

Failure to adhere to the school dress code, both on and off site, will lead to a consequence in line with our Behaviour Policy. Persistent failure to adhere to the school dress code is persistent failure to meet the school behaviour policy

MAKE-UP/'BEAUTY ENHANCEMENT' GUIDANCE



Good for school:
Lip balm



Not okay for school:

Unnatural colours/fake eye lashes/long-coloured nails/fake tan



Lanyards

Students must wear their year group lanyard around their neck at all times. Replacements can be purchased via MCAS and collected by students from The Store at the end of the following day.

Water bottles

We strongly discourage the use of disposable plastic. There are water fountains located at various points around the school site and we encourage the use of reusable water bottles with students filling these up at break times.

Banned/prohibited items

In accordance with our behaviour policy, and to ensure the safety of all students on the school site, the following items are banned or prohibited items. Any prohibited items found in a student's possession will be confiscated and will not be returned to the student.

- Knives, blades or weapons (including art/craft knives and eyebrow blades, guns, pellet guns and air rifles)
- Alcohol
- Illegal drugs (supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances)
- Nitrous Oxide canisters
- Stolen items
- Tobacco, cigarette papers, Vaping materials
- Fireworks

- Supply or possession of pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
- Fizzy drinks, energy (or high caffeine) drinks and chewing gum are also not allowed in school.

Banned Items

Any kind of knife or blade



Any kind of energy drink



Any kind of vape or vaping materials



Any alcohol, illegal drugs or nitrous oxide



Any cigarettes, tobacco, snus, cigarette papers, lighters or matches or smoking materials



Any kind of gun or replica firearm



Stolen items



Any item that could be considered a weapon or article which has been, or is likely to be used to commit an offence



Any kind of explosive, for example Fireworks, smoke grenades, bangers



This is not an exhaustive list – any item that could disrupt learning or cause harm can be deemed a prohibited item. Students should only bring to school their equipment for lessons.

General Equipment Required By Students

There are a number of essential items of equipment students will need to provide for themselves and to bring to school on a daily basis.

- Black pens, a purple pen and a green pen (for peer making and response)
- Pencil
- Pencil sharpener
- Rubber
- Ruler – 30cm or one that folds in half
- Colouring pencils
- Mini whiteboard pen
- Pair of compasses
- Protractor
- Pencil case - see through preferred, no designer brands
- Highlighters
- Pritt Stick
- Safety scissors
- Text books
- Tissues
- Scientific calculator*
- Students are encouraged to have their own dictionary and thesaurus. Competent spellers should have a pocket dictionary (Oxford/Collins). Alternatively students may prefer to use 'Spell It Yourself'.

*The Maths Faculty recommends the Casio Scientific calculator FX-83GTX or FX-85GTX (solar powered). These are all available in stationery shops and supermarkets and will last the student through their GCSE maths course.

A planner is provided by the school and must be brought to school each day.

Art Equipment

Key Stage 3

The Visual Arts Department requests that all Year 7 students have the following equipment:

- Clear plastic carry folder - A3
- 3 X A4 sketchbooks (black cover)
- A4 watercolour wholepan tin of 12
- Synthetic round brush - Size 6
- Aquarelle colouring pencil set of 12
- Metal pencil sharpener - single hole
- Black fineliner
- Sketching pencil set of 6
- Glue stick (43gm)
- Notes and definitions on colour mixing theory

This equipment will last students across Years 7, 8 and 9. These art packs which are available to purchase at a discounted price of £20. You can place your order via your child's MCAS account. *KS3 Students who qualify for Pupil Premium will be provided with an art pack.*

Key Stage 4

- 1 X Acrylic set of 6 colours—120ML
- 1 X Masking tape- 25MM
- 1 X Fixative spray - 150ML
- 1 X Project bag - A2
- 3 X Starter softback sketch book - A3
- 1 X Long handle round hog brush - Size 10
- 1 X Set of 10 synthetic brushes
- 1 X Sketching pencil set of 6
- 1 X Hexagonal graphite stick - 6B
- 1 X Charcoal pencil
- 1 X Aquarelle colouring pencil set of 12
- 1 X Plaster eraser
- 1 X Metal pencil sharpener –single hole)
- 1 X Black fineliner
- 1 X Glue stick - 40G
- 1 X Storage box
- 1 X Colour mixing pocket guide and personal palette

The KS4 art packs which are available to purchase at a discounted price of £65 which includes 1 hardback sketchbook, additional sketchbooks are available at a cost of £11. You can place your order via your child's MCAS account. *KS4 students who qualify for Pupil Premium will be able to purchase the Art Packs at the further subsidised rate of £6.50.*

NB: No art/craft knives or blades are permitted. In accordance with the law (the carrying of any blade in a public place is illegal) school policy strictly forbids this.

We would remind you that we do not allow Tippex (or similar products) to be used in school.

Health & Safety Information

The wellbeing of our students, staff, and visitors is a top priority at Langley Park School for Girls. We are committed to providing a safe, secure, and supportive environment for all members of our school community.

General Safety

Our premises are regularly inspected to ensure compliance with national health and safety standards. All staff receive appropriate training and are aware of procedures to follow in the event of an emergency.

Medical Support

If your child has any medical needs (e.g. allergies, asthma, diabetes), please inform the school as soon as possible. A healthcare plan may be developed in consultation with parents/carers and relevant medical professionals. First aid is available throughout the school day, and we have trained first aiders on staff.

Students who feel unwell during the school day should inform a member of staff, who will respond accordingly. Parents/carers will be contacted if their child needs to go home or requires further care.

Medication

If your child requires medication during the school day, please complete a medication consent form available from the school office. Medication must be clearly labelled and handed in to the office or medical room by an adult.

Nut Aware School

We are a nut aware school. Whilst we cannot guarantee that nut products are not present in school, we request that students and staff do not bring nuts or nut-based products into school at any time.



Accidents and Injuries

All accidents are recorded in our incident log and reported to parents where appropriate. In the event of a serious injury, parents will be contacted immediately and emergency services called if necessary.

Security and Site Access

Our school grounds are secure and monitored throughout the day. All visitors must report to reception, sign in, and wear a visitor badge. Students are not permitted to leave the school site during the school day without permission.

Safeguarding

We have robust safeguarding policies in place and all staff are trained to recognise and respond to any concerns. If you have any worries about the safety or wellbeing of a child, please contact the Designated Safeguarding Lead.

We appreciate your support in helping us maintain a safe and healthy environment for all.

Emergency Evacuation Procedures and Lockdown

In the event of an emergency requiring evacuation, students should leave the school buildings and assemble in tutor groups on the school's all-weather pitch, where they will be registered by form tutors. During lessons, students will be escorted from the classroom by their teacher to the nearest fire exit as quickly and quietly as possible. Students should not stop to pick up their bags and coats. They should then be escorted by teachers/staff to the Assembly Point, again quickly and in silence.

We carry out regular fire drills and will ensure all students new to the school are familiar with these procedures.

What is a lockdown?

A lockdown is a precautionary measure where school buildings and classrooms are secured to prevent anyone (including staff and students) from entering or exiting.

A lockdown procedure may take place where there is a potential safety risk to students, staff and visitors moving around the school site.

Possible reasons for a lockdown may include:

- an accident or incident on site
- an incident immediately outside school in the local area
- a weather related incident
- an intruder on site.

What happens in a lockdown?

An announcement is made over the school computer network informing staff and students of a lockdown. Instructions will be given to students by members of staff and appropriate action will be taken.

If students are in a corridor or outside the school buildings they will be directed to go into the nearest classroom or teaching space under the supervision of a member of staff. Students working outside with a teacher will be brought into the nearest building and classroom/teaching space. Students should stay where they are in a classroom or workspace – nobody will be allowed to enter or leave buildings.

It is possible that normal teaching and routines may continue during a lockdown. Staff and students will be awaiting information and communication that normal school activities can resume (these will be given by the Headteacher and/or members of the Incident Management Team).

Students are reminded to:
STAY CALM – STAY SAFE – FOLLOW STAFF INSTRUCTIONS

Please note: In the event of a lockdown situation a message will be posted on the school website and communicated via SMS/E-mail informing parents/carers and visitors that the school is in a lockdown situation, as advised by emergency services. We ask that parents/carers do not make unnecessary contact with the school during this time so that we can manage communications with external agencies, if required, and manage the situation.

We will keep parents/carers informed and advise when the situation is concluded. Staff have been briefed and have prepared for managing a lockdown situation. We do not carry out a practice with students since this may be upsetting and worrying for some students. All students are briefed on our procedures so that they are familiar with them and are aware of the steps which we will take as a school in the event that it is necessary to implement a lockdown situation.

Health and Safety Rules for Workshops and Laboratories

- Never enter a workshop/laboratory without the permission of member of staff.
- Never use machinery/apparatus until you have been shown how to and been given permission to use it.
- Wear safety goggles and appropriate safety equipment when using machinery or chemicals.
- Walk, behave sensibly and do not call out.
- Wear an apron or overall and always tie hair up.
- Always stand when doing practical work.
- Never eat, drink or chew in a workshop or laboratory.
- Never interfere with equipment or remove safety guards.
- Never put glass or solids down the sink – use the appropriate container provided.
- Make sure bags and coats are safely stored so as not to cause an accident.
- Never sit on the tables or benches.
- Always clean sinks and tables if they are wet.
- Always leave the workshop or laboratory tidy, clean and clear of rubbish and scrap materials.

Information Technology

ICT Acceptable Use Policy

In using the school's IT systems and internet and bringing a personal mobile phone or other electronic device into school, students are agreeing to follow the following rules on acceptable use:

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my usernames and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher (or sensible adult) immediately if I find any material that might upset, distress or harm me or others
- Always log off or shut down a computer when I've finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Create, link to or post any material that is pornographic, offensive, obscene or otherwise inappropriate
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

IT Cloud Services

There are several cloud based services that students can use from home once they receive their username and password (this will be issued on their first day).

Firefly

Firefly is our Virtual Learning Environment (VLE) which will give students access to:

- Lesson resources such as notes and videos
- Homework tasks and resources
- Announcements from teachers
- Timetable
- Personal blog and much more



To access Firefly, google '**LPGS Firefly**' or click [here](#).

Students should check their school e-mail regularly for page recommendations and homework from teachers

Office 365

Whilst studying at LPGS students will have their own Office 365 account. This will give them access to full versions of software such as Microsoft Word, PowerPoint, Excel, Outlook and Publisher. Their school login will:

- Allow students to download the latest version of Office onto 5 devices (including iPads and Macs).
- Give students 1Tb of cloud storage allowing them to access files from home and school easily.

To access their Office 365 account and download Office onto their devices students should login to:

<https://login.microsoftonline.com>

The login will be their school e-mail address and normal school password.

RemoteApps

RemoteApps allows students to access their school documents and a range of specialist software from home. This can be accessed via Windows or Apple devices.

To connect a device to this service please visit: <https://www.lpgs.bromley.sch.uk/home/curriculum/remote-learning-tools/> and scroll down to the **RemoteApps** section to find the appropriate instructions for your device.

If you are having any issues with any of these services please contact support@turniton.co.uk.

Access to Parent Apps

For details of how to access Firefly, My Child At School (MCAS), Studybugs and The Wellbeing Hub, please visit the Parent Apps page of our [website](#). Your username will be the email address submitted to the school when completing your child's admission form.

My Child At School (MCAS)

As well as being the means to make payments to school, the My Child At School (MCAS) app is a platform designed to enhance communication between school and parents/carers.

The app provides parents/carers with easy access to information about their child's education, including attendance records, school reports, progress points, consequence points received and detentions.

MCAS is also the system that is used for all payments to the school, including lunch money, printing credit, trips and other purchases. Please note if using a credit card to top up Dinner Money you may incur additional interest charges from your provider.

To sign up for MCAS please visit www.mychildatschool.com this will open the parent login screen shown here. Please note you will not be able to set up your account until your child has been enrolled at school (i.e. from 1 September for Year 7 students).

Click on the sign up link and enter the school postcode, **BR3 3BE**, or School ID **14719**.

Select Langley Park School for Girls from the list and click 'Continue'.

You must enter the email address you have registered with us as your contact email and click 'Sign Up'.

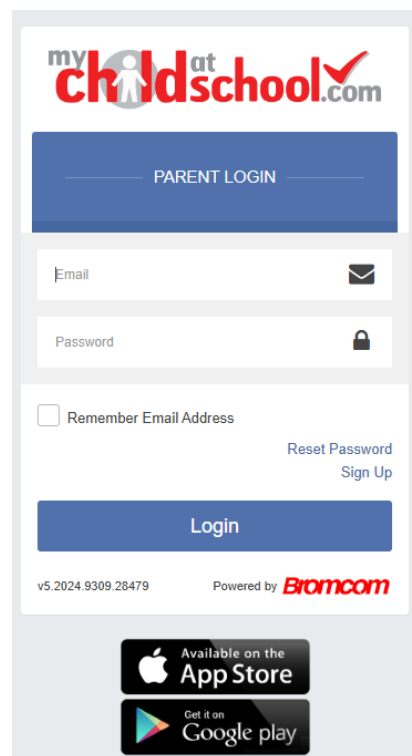
You will then be sent a one time passcode to your registered email address.

Enter the passcode in the app and click 'Verify'.

You will then be asked to set up and confirm a password.

Once this process is completed you will be able to access MCAS via the app or a web browser.

If you have further issues, please contact the school via info@lpgs.bromley.sch.uk.



Social Media at LPGS

We would like to inform you of the efforts LPGS is making to harness social media so that we may share information quickly and more easily with parents/carers and older students.

LPGS operates an X (Twitter) feed under the username [@lpgsbromley](https://twitter.com/lpgsbromley). This is a collection of news about LPGS. We share successes and achievements of students, advertise extra-curricular events and useful news from other organisations, for example UCAS.

Links for our Twitter, Instagram and Facebook accounts can be found at the top of the school's website (www.lpgs.bromley.sch.uk). If you would like a guide to social media use then please read the information on the [Online Safety](#) section of our website. Please note that students' full names will never be used when posting on Twitter or Facebook.

Please note you do not need an account to check any of the above websites.

We remind parents/carers of the age restrictions for students having certain social media accounts and of the need for privacy settings and location services to be set appropriately. If you would like to know more about age limits placed upon the users of these different platforms then please visit <https://www.saferinternet.org.uk/blog/age-restrictions-social-media-services>.

E-Safety is an area which we take very seriously. Keeping students safe online is something that requires both school education and support from parents/carers. We therefore provide a range of online safety educational programmes for students such as assemblies, lessons and more. We also provide information and guidance for parents/carers from time to time. Our approach to online safety is based on addressing the following categories of risk:

Content — being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact — being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct — personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce — risks such as online gambling, inappropriate advertising, phishing and/or financial scam.

We know that social media can be a force for good but for many young people, it is a source of anxiety caused by unrealistic beauty ideals and friendship issues. Many schools advise that an hour screen time for non-academic reasons per day is absolutely the maximum that young people should have access to, and that devices should never be taken into bedrooms at night time. It is a battle that many parents/carers fight and we are very happy for that expectation to come from LPGS rather than yourselves. Monitoring what and with whom your child is interacting online is essential but challenging. We cover internet safety frequently but it is never something we can be complacent about.

Online sexual harassment

The Children's Commissioner, Dame Rachel de Souza DBE, has published a guidance document for parents helping to support them to understand online sexual harassment. It is a sensitive topic, and not one all parents feel comfortable discussing with their children. The commissioner's team brought together a group of 16-21 year olds and asked them to talk about what they think parents should know, and what they should say to their children when talking about sexualised bullying and the pressures of growing up online.

Key advice from the young adults in the focus groups included:

- Start conversations early, before your child gets a phone or social media account. Keep the conversation going over time, adapting to your child.
- Young people want their parents to learn about new technology and trends, including risky behaviours and dangerous spaces online.
- Create a safe and trusting home environment. Young people told us the home environment is key, they want to share things with their parents but don't always feel able.

<https://www.childrenscommissioner.gov.uk/resource/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/>



Introduction

Social media has become an integral part of the way teenagers experience the world. It is essential that parents take an active role in their teen's online presence.

Teens are sharing more personal info than ever before and not just on Facebook. They tend to use multiple apps, websites and services that cater for instant photo sharing.

Owing to the diversity of technology used, including gaming platforms and mobile devices, it has become a lot more difficult for parents to monitor their child's activities.

There are increasing concerns regarding the time young people spend on the web, playing games, and on social media.

Be aware these platforms are influential and can be used to reach out to young people with extremist messages. It's more important than ever to be aware of your child's online activities. (Read more on extremism at <http://bit.do/lqfi-extremism-advice>)

Teens today often know how to get around filtering and password protection, and are able to clear history to avoid being chased.

Cyberbullying is common, against both students and staff. As it takes place outside of schools teens should realise that it can often require police involvement.

With this guide we hope to provide a starting point for understanding popular social media sites and services, what you should discuss with your child, how to handle any concerns, and where to find more information.

The sites and apps teens use are many and change often, here are some to be aware of.

Social Media Guide for Parents



Facebook is mostly used for sharing, liking and commenting between friends. Be sure to 'friend' your teen to keep track of their activity, especially if you've allowed them to have an account under the required age of 13.



Instagram lets users edit and publicly share their photos and videos. Users can make their profiles private, forcing them to approve their followers, but often the aim is to grow a large following. Messages, photos and videos can also be sent privately.



YouTube is still a vastly popular site for sharing videos, both professional and amateur. Creating video content has become simple and commonplace, with many teens creating channels. Users can comments, follow and send private messages.



Twitter is used to 'tweet' short messages or pictures to the world. It is often used by celebrities and organisations. Users 'follow' each other to keep track of their tweets, and accounts can be 'protected' to only allow approved followers to view them.



Periscope lets users broadcast live video from their phone, and watch other users' video streams, which are usually announced on Twitter. Broadcasts can be public or private, and include the user's location unless location-sharing is disabled.



Vine allows users to share and view videos (vines) that are five to six seconds long. These can be recorded from the Vine app, and are often then shared on social networks. Like YouTube, Vine bans any sexually explicit content.



Snapchat allows users to send pictures to one or more of their contacts. The pictures are only visible to the recipient for ten seconds before deleting themselves, however there are many ways users can bypass this to keep a permanent copy.



Tumblr is a blogging platform, allowing users to write typically short public posts, like an online diary. Adult content is common, which can be avoided by using 'Safe Mode.' Blogs about suicide and self-harm have been a cause of concern.



Pinterest allows users to browse and share images (pins), videos and websites. Content is shared publicly on 'boards,' each usually focused on a specific topic. Users can comment, re-pin content they like to their own boards, and follow others.

Things to talk about...

Explain that sharing hurtful things can be just as devastating online as in person. When people are subject to bullying through computers and phones, it can feel impossible to get away from.

Ensure and regularly check your child uses appropriate privacy settings for services they use. Make sure they think about whether they want photos of themselves and friends available world-wide.

Discuss how things they share online are difficult to remove. Pictures, videos and messages are part of their digital footprint which affects them through school, college, university and employment.

Consider how their online presence affects others. Their content should not bring their friends, their family, or their school into disrepute, and shouldn't include people without their permission.

Online reputation checklist

Search your name online. If you find something you aren't happy with, get the content removed. If your Facebook or Twitter pages appear, you can change this by adjusting your privacy settings.

Check privacy settings. Make sure you know what information you are sharing on social media sites. Most have privacy settings to help you manage the content you share publicly.

Think before you post. Before you post a message or picture, ask yourself whether you want everyone to see it. Remember once something is online it could potentially be there forever.

Deactivate and delete. When you stop using a website it's a good idea to delete your account. This prevents the content from being searchable and removes the risk of your account being hacked.

Useful Websites

ThinkUKnow www.thinkuknow.co.uk/parents/ | **YouTube Safety Centre** www.youtube.com/yt/policyandsafety/en-GB/safety.html
Facebook Teen Safety www.facebook.com/safety/groups/teens | **CEOP** www.ceop.police.uk/safety-centre/11-16/

Use of AI

Many AI tools have an age restriction of 18+ therefore parents/carers should check that safety and filtering systems are in place before allowing their child access.

Students may wish to use AI tools for generating ideas but they need to be aware of the potential for AI to produce inaccurate or biased information.

Use of AI is not acceptable in the creation of work that will be formally assessed, such as Non-Examined Assessments (NEAs). JCQ guidance states that teachers and assessors must only accept work for qualification assessments which is the students' own.



AI and Assessments

A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

Data Protection

Impact Multi Academy Trust is the Data Controller for the purposes of the Data Protection Act 1998 and General Data Protection Regulations 2018. This means that the School is responsible for making decisions about how your personal data will be processed and how it may be used. We use your personal data to support teaching and learning, monitor student progress, provide online resources, provide appropriate pastoral care and assess how well the School is doing on the whole. The information you provide will be treated confidentially at all times. We do not share information about students with any third party without consent unless the law and our policies allow us to do so. Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about students with third parties including but not limited to:

- Schools that the students attend after leaving us.
- The Local Authority
- The Department for Education
- Educators and examining bodies
- Suppliers and service providers
- Health authorities and the police to perform tasks in the public interest

Privacy Notices are available from the School website. Secure safeguards apply to both physical and computerised held data, and only relevant school staff can access your information.

Pastoral Care – How Our Students Are Supported

The Pastoral System

Langley Park School for Girls is divided into:

Lower School (Key Stage 3) Years 7, 8 & 9

Upper School (Key Stage 4) Years 10 & 11

Post-16 (Key Stage 5) Years 12 & 13

Headteacher – Mr S Whittle				
Deputy Headteachers – Mrs E Ashman-Clark and Mr P Seward				
Assistant Headteachers				
Sixth Form	Safeguarding & Inclusion	Learning & Teaching	Curriculum	SENCO
Ms S Osborne	Mr B Dushku	Miss C Bush	Mrs C Sunman	Mr J Chinery

Head of Key Stage 3			Head of Key Stage 4			
Mrs J Kourtaa			Mrs L Brown			
Heads of Year						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Mrs A Williams	Miss T McGovern	Mr J Acomb	Miss R Azra	Mr D Maisey	Ms R Chorley & Mrs R Morgan	Ms S Galbert
Pastoral Support Worker (KS3-4): Ms V Wise Assistant Head of Year KS4: Ms E Deane						
Key Stage 3 Pastoral Manager			Key Stage 4 Pastoral Managers		Senior Pastoral Manager	
Mrs C Little			Mrs S King Mrs J Haslett		Mrs M Forde	

From Year 7 to 11, each year group has Form Tutors for each form led by a Head of Year. There is also a Head of Key Stage, who provides support to the Heads of Year.

The Form Tutors have a key role in organising their Tutor Group. They are the first point of contact between students and parents/carers. (see also 'Communicating with the School').

There is pastoral time for individual mentoring, involving one-to-one discussions between Form Tutors and students on all aspects of a student's school life. Students spend 15 minutes with form tutors each morning and 20 minutes in the afternoon during which they complete a variety of activities, including:

- assemblies
- current affairs discussions
- Personal, Social, Health Citizenship Education (PSHCE) activities/discussions.

House System

At LPGS, every student becomes part of our house system upon enrolment. Students are placed into one of four houses: **Gamma**, **Kappa**, **Lambda** or **Sigma**—names that reflect our school's history, with roots dating back to 1972. Where possible, students with siblings at the school are assigned to the same house, helping to strengthen family connections within our community.

Each house has its own colour and identity (Gamma – green; Kappa – blue; Lambda – yellow; Sigma - red). In a recent student consultation, the traditional Greek names were overwhelmingly supported, with students expressing pride in this longstanding tradition—so they've remained an important part of school life.

The house system plays a key role in promoting and celebrating our core school values: **belonging, respect, equality, ambition, kindness, and determination**. It provides opportunities for students and staff to develop:

- A strong sense of belonging
- Achievement beyond the classroom
- Fun and excitement through friendly competition
- Curiosity and creativity
- Leadership skills
- A sense of individual and collective responsibility
- The confidence to be bold and proactive
- Communication skills, flexibility, and resilience

Throughout the year, students take part in inter-house competitions that recognise their talents in creative, sporting, and social action activities. The highlight of the house calendar is our annual **Sports Day**, where all houses compete for the coveted **House Sports Day Trophy** — a celebration of teamwork, effort, and school spirit.

Safeguarding and Inclusion

In order to ensure that we deliver against our values and comply with the statutory guidance of September 2025 (soon to be published), we implement our Child Protection & Safeguarding Policy.

This policy is reviewed annually in line with the annual amendments of the statutory guidance.

Where there is a conflict of interest between parents/carers and children, and in all decisions relating to their future, the child's interest will be given primary consideration.

All organisations that work with children and families share a commitment to safeguard and promote their welfare, and for many agencies that is underpinned by a statutory duty or duties to ensure children can:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic wellbeing.

In order for all children and young people to achieve their potential they should:

- have their basic needs met.
- enjoy the medical, educational, pleasure and welfare services necessary for a healthy and positive childhood.
- live in a safe environment protected from exploitation, abuse or harm.
- feel loved and valued and be supported by a network of reliable and affectionate relationships.
- have a positive image of themselves and a secure sense of identity including cultural and racial identity.
- be consulted and have views taken into account on all matters and decisions that affect their lives.
- be helped to develop good inter-personal skills and confidence in social situations to enable them to become competent in looking after themselves and coping with everyday living.

If you have any safeguarding concerns about the welfare or safety of a student, please report it to the Safeguarding Team in confidence. You can contact the Safeguarding Team via safeguardingteam@lpgs.bromley.sch.uk.

Mr Dushku (Assistant Headteacher) is the Designated Safeguarding Lead (DSL) ensuring that students are safe whilst within Langley Park School for Girls and liaising with the Local Authority Children's Services where students need the support of other agencies. The DSL is responsible for the Langley Park School for Girls' Child Protection Policy. This policy can also be found on our website.

The Safeguarding Officer is: Mrs R Mitchell: RMI@lpgs.bromley.sch.uk.

Help, Guidance and Advice for Students

We recognise that during the course of the 7 years between age 11 and 18, our young people will need different levels of support at different times. We therefore have a SEND Hub, Wellbeing Hub & Sixth Form Wellbeing Centre which house our team of non-teaching staff, including our Medical Officer, Safeguarding Officers, Senior Pastoral Manager, Pastoral Support Worker and a team of Wellbeing Support Workers.

Any student with worries that may be causing them difficulties in focusing on their academic work, whether these be emotional or practical, can access support in school through their tutor or Head of Year.

We have a dedicated Wellbeing Hub and students be referred to our staff within the Wellbeing Hub for 1:1 or small group work.

We also have limited in-school counselling provision. If you feel your child would benefit from this, please contact your child's Head of Year in the first instance.

Wellbeing Hub & Teen Tips Platform

LPGS provides students, parents and carers with free access to *Teen Tips Wellbeing Hub*, offering webinars, articles, and resources on exam stress, low mood, and more. It complements school pastoral support.



Kooth Counselling Service

Students (ages 10–25) in Bromley can access [Kooth](#): anonymous online counselling with no wait lists.

Wellbeing Resources

LPGS updates parents/carers with safety resources and contact details for a range of local and national organisations via the dedicated section of our school [website](#).

Bromley Y

The school hosts Bromley Y's Mental Health Support Team, offering psycho-education, webinars, self-help guidance, and parent consultations. Bromley Y, in partnership with the school organise coffee mornings at key points during the school year for parents/carers of students in specific year groups. For further information, please visit the [Bromley Y website](#).

Special Educational Needs and Disabilities (SEND) Team

The role of the SEND Team is:

- to ensure that students have equal access to the curriculum and other learning opportunities
- to work with teachers in an advisory capacity that enables students' needs to be met within the classroom (Quality First Teaching) wherever possible
- to develop relationships with parents/carers that ensure additional needs are identified as early as possible
- to work collaboratively to ensure the wellbeing and progress of vulnerable students.

Support for students with learning needs takes on a variety of forms in the secondary phase. In-class support from an additional adult (Learning Support Assistant) is limited and mainly provided to students with Education and Health Care Plans (EHCPs). There are some cases where there is support offered to students outside of the classroom, but this is limited to:

- Students with an EHCP
- Students with a diagnosed profile of multiple complex needs
- Students who receive support from outside agencies

We consider our teaching staff to be an extension of the SEND Team. All staff are supported in using a range of high-quality teaching methods and have had training in the adaptive teaching strategies that are essential in ensuring that all of our students can access the curriculum and have an equal opportunity to achieve success at LPGS. All staff are committed to ensure that all of our students feel a sense of belonging in all areas of the school and that they are able to engage with a challenging, academic curriculum with the correct adaptations and support in place.

STOPP TAKE A BREATH



OBSERVE: What am I thinking? What am I reacting to? What am I feeling in my body?

PULL BACK: Put in some perspective. See the bigger picture. Is it fact or fiction? How would someone else see this?

PRACTISE WHAT WORKS: What's the best thing to do for me/others/this situation?

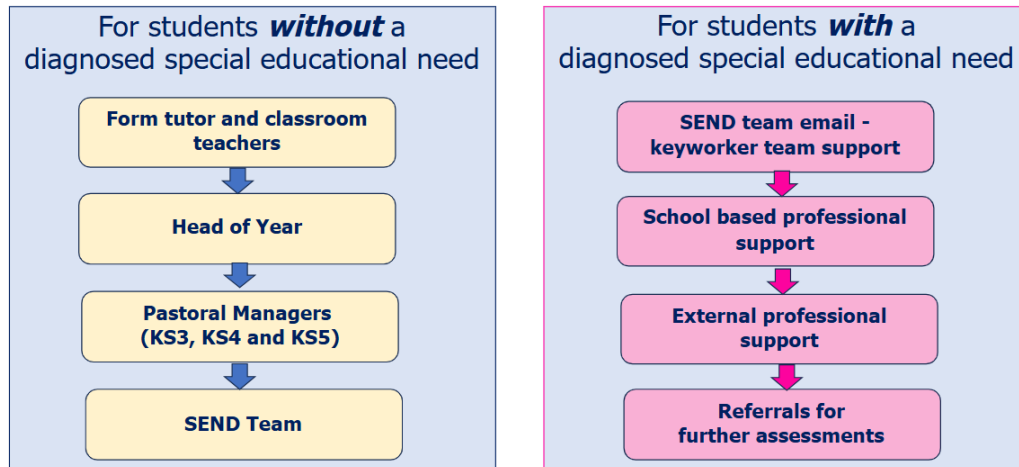
The SEND team are based in the SEND Hub which is located by the main school courtyard. We have the following members of staff based in this location:

- SENDCo – James Chinery
- Deputy SENDCo – Debbie Sweeney
- SEND Support Coordinator – Liz Cordingley
- SEND Administrator – Kerrie Watson
- Exams Access Assessor – Laura Fenton
- Learning Support Assistants x 10

The SEND team are available to students from 8:30am to 3:30pm.

SEND Team FAQs:

How do I raise a concern about a potential learning need?



All concerns raised by parents, students and LPGS staff have to go through our monitoring process before any formal in school testing will be considered. The monitoring process comprises of:

- 2 weeks of in class observation
- Staff feedback
- Four weeks of staff trialling support strategies
- Staff feedback
- Depending on the staff feedback, we will then hold a meeting with parents and discuss next steps.

How do I access exams concessions such as extra time and a reader?

All KS3 students have extra time in assessments so that staff can evidence the need for exams access arrangements

Any requests at KS3 for additional exams concessions such as a reader or rest breaks must be supported by a letter from an appropriate professional, a diagnostic report or an EHCP

Formal testing for Exams Access Arrangements will only take place at the following times:

- KS3 students are assessed in the summer term of Year 9
- Year 12 students are assessed in the first term of Year 12
- Emergency applications for Year 11 and Year 13 students will only take place in the first half term of Year 11 or 13 – this must be supported by a diagnosis or a letter from an appropriate professional

We cannot assess students outside of the windows above unless there is significant evidence of need.

For all SEND enquiries please contact:

Mr James Chinery
Assistant Headteacher, SENCO
JC@lpgs.bromley.sch.uk
SEND@lpgs.bromley.sch.uk

Communicating with the School

General Enquiries

For general enquiries about the school (term dates, information for parents/carers, policies and procedures) please visit our website www.lpgs.bromley.sch.uk or e-mail info@lpgs.bromley.sch.uk.

Reception

The school reception is open between 8am and 4.30pm and can be contacted via the email address above.

Communication

Meetings with staff members

Parents/carers are requested to make an appointment to meet with staff members by contacting them in advance.

Staff response to contact and communication from parents/carers

The school endeavours to acknowledge contact and communications from parents/carers within 72 hours (3 school days). In the event of an emergency, a member of the office team and/or senior colleagues will make contact with parents/carers or will acknowledge or respond to urgent enquiries.

Your first point of contact for pastoral enquiries is your child's form tutor. The easiest way to get in contact with your child's form tutor is by e-mail, letter or a note in the student's learner handbook. (NB. Learner handbooks are not in use by Sixth Form students).

There will be circumstances where parents/carers do not receive a response or acknowledgement within 72 hours (this may be due to staff absence). Should you not receive a response to non-urgent contact with the school within 72 hours, you are asked to send a further request to the relevant member of staff and may additionally request support and follow up from the relevant Head of Year (for pastoral issues following contact with a form tutor) or from the relevant Head of Department (for teaching/subject issues following contact with a subject teacher).

Staff members are requested to acknowledge receipt of contact within 72 hours (3 working days) and will usually be in a position to respond fully to an enquiry within this timeframe. I would remind parents/carers that a number of our staff work part-time. It may also, at times, be necessary for staff to consult with others or to obtain additional information prior to sending a detailed response. You will be advised of this, should this be the case, when contact is acknowledged.

Consideration of workload and demands on teachers' time in respect of e-mail and telephone contact with the school

The average teacher spends 90% of their time during the school day in the classroom teaching classes with additional time allocated to planning, marking and carrying out administrative tasks. Teachers at Langley Park School for Girls also commit additional time at lunch and at the end of the school day to providing extra-curricular activities, supervising detentions and supporting students with revision and study/catch up clubs. It is also recognised that a teacher's work is never done and that, alongside personal and family commitments, teachers spend time at home in the evenings, at weekends and during holidays planning lessons, preparing resources and assessing students' work. Whilst Heads of Year, Heads of Department, Heads of Faculty, Heads of Key Stage and members of the Senior Leadership Team have a reduced timetable, all teach classes and undertake additional duties, with Heads of Year teaching approximately 70% of the time. In light of staff members' teaching and other commitments they may not access e-mails in advance of a lesson. We would therefore encourage the use of the learner handbook or a note to be passed by your child to the class teacher/tutor should it be important that a message is read/received on the same day.

Courteous and considerate communication with staff

In the interests of students' wellbeing and parents/carers, we have committed to ensuring that, as far as possible, homework assignments are not set by teachers in Firefly after 6pm and at weekends. We therefore ask that parents/carers give consideration to the wellbeing of teachers and school staff should they be communicating by e-mail at these times. Langley Park School for Girls respects the work life balance of its staff. We do not expect staff to provide an immediate response to e-mails sent and received outside normal working hours. In accordance with our home school agreement, parents/carers are thanked for supporting the school and its rules, policies and procedures including school sanctions. We understand that there may be instances where an incident has taken place in school or outside school concerning your child, which causes upset or frustration; parents and carers are requested to raise concerns and respond to concerns in a constructive and mutually supportive way with members of school staff. Our staff have the right to work in a safe environment without fear of intimidation, assault or verbal abuse from anyone with whom they come into contact (including e-mail, telephone and face-to-face communication). Staff members are expected to act in accordance with school policies and procedures. They will listen, investigate and respond to concerns

and queries as soon as possible alongside their teaching and other commitments. Thank you for allowing our colleagues to explain or investigate a situation before jumping to a conclusion, especially since we recognise that there are times when children and young people may have misunderstood or misrepresented a situation (unknowingly or otherwise). In cases where a staff member experiences shouting or verbally abusive behaviour, staff members may terminate meetings or telephone calls. Our Trust's policy on Parental engagement and responding to challenging parental behaviour sets out how we will respond to unacceptable behaviour.

Emergency contact

In the event of an accident or other urgent need, parents/carers may be contacted at home or work by telephone either by the teaching staff or by Reception. Emergency numbers must be provided for contact during the school day. Parents/carers must make sure they keep the school informed of any changes to contact details. If you should need to get a very urgent message to your child then reception can convey this, but only in extreme emergencies. In order to maintain accurate records, please inform the school immediately in writing when changing address, email address or telephone number. This will ensure that the school can contact you quickly in an emergency.

Letter to families

We publish a weekly letter (newsletter) to families. This is published on the school website and sent home via e-mail on Friday. If you have provided us with your email address, then you will be sent a notification email when the letter has been published online. Paper copies are available by request via main reception.

Termly newsletter

We publish a termly newsletter showcasing the work of departments, trips, activities and enrichment opportunities which have taken place across school.

Other communications

The School website, www.lpgs.bromley.sch.uk, provides up to date information and copies of whole school and year group letters. There is also a calendar available on the website which is kept updated. The School also has a X (Twitter) account [@LPGSBromley](https://twitter.com/LPGSBromley), Facebook account [LPGSBromley](https://www.facebook.com/LPGSBromley), and an Instagram account [@lpgs_official](https://www.instagram.com/lpgs_official).

Parents' Information Evenings

These are held at key points during your child's education, including our Welcome and Information Evenings for Years 7, 10, 12 and 13 in September each year. Parents/carers will be invited to attend when appropriate.

Meet the tutor

Our Welcome and Information Evenings for Year 7 and Year 12 provide an opportunity to meet your child's tutor at the start of their secondary education and Sixth Form journeys.

Complaints and concerns

We welcome feedback and the opportunity to put things right where this will impact positively on your child's learning and experience of school and will benefit all members of the school community.

The difference between a concern and a complaint

A **concern** may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A **complaint** may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

Most concerns can be responded to swiftly by bringing them to the attention of your child's tutor or by addressing them with the individual member of staff. This should generally enable a concern to be resolved at the earliest possible stage and avoid any need for it to escalate into a formal complaint. Our Complaints Policy and procedure for the management of formal complaints is available via the school website.

Who to contact about what

Issue	Who to contact	How?
Any Safeguarding issue	Safeguarding Team	safeguardingteam@lpgs.bromley.sch.uk See Child Protection Policy for details or contact Reception at the school
Reporting absence or other queries relating to attendance	Attendance Officer	Please report absence via the Studybugs app https://studybugs.com/about/parents
Concerns about behaviour	The Form Tutor will usually be the first port of call, but other staff will also be able to help	We hope that the student would be able to speak to somebody in school directly. Otherwise please email or phone
Concerns about your child's progress in a particular subject	Form Tutor initially or the Head of Year if the issue is not resolved	E-mail is usually the most efficient way to contact teachers. They can always phone you back if necessary.
Need for information about a particular subject	The Head of Subject	E-mail
Concerns about the progress of your child generally	Form Tutor who may refer to the Head of Year	E-mail
Concerns/complaints	We encourage you to try to deal with issues informally first with the staff member concerned or their manager, and then to follow the School's Complaints Policy if you feel your issue has not been resolved.	Please see the Complaints Policy on the school website for more information about where to direct your complaint and how to do this. Please contact Reception if you are unsure about what stage your complaint has reached.
A complaint about a student in the school	Head of Year who will investigate the complaint.	E-mail or phone call
Concerns about friendship issues	Form Tutor	E-mail or phone call We hope that the student would be able to approach their Form Tutor directly.
Questions about uniform	The website and planners have details of the Uniform Policy. Form Tutors will also be able to advise.	E-mail
Questions or concerns relating to SEND provision	SENCO (Special Education Needs Coordinator)	SEND@lpgs.bromley.sch.uk
Information about extra-curricular activities – e.g. times of clubs	Form Tutor or Head of Year can help. Member of staff organising the club/activity	FireFly/website/e-mail
Exam queries – e.g. dates/times of exams	The website usually has all the information you need but if you have problems, the Exams Officer will be able to help.	exams-lpgs@lpgs.bromley.sch.uk
Term Dates or school closures	The website has most of the relevant information, but Reception or Form Tutors can also help.	www.lpgs.bromley.sch.uk
Lost property	The Store	'The Store' is open before and after school for students to check. We routinely lay out lost property. After a period of time, lost property is disposed of.
Change in personal information (ie new address/phone number)	School Office	By email to info@lpgs.bromley.sch.uk
Something that doesn't fit into any of the categories above	Contact Reception and they will direct you to the appropriate person.	020 8639 5200 info@lpgs.bromley.sch.uk

Stronger Together: Families and School Supporting Students

At Langley Park School for Girls, we know that students flourish when families and school work hand in hand. The Education Endowment Foundation (EEF) highlights that parental engagement can have a positive impact on student progress of up to *four months per year*, making it one of the most effective ways to support a young person's education. We truly believe that we are stronger together—and there are many practical ways families can support their child's success.

These are some of the ways in which students can be supported:

Setting aside time each week to talk about what is happening at school helps maintain open lines of communication and shows students that their education is valued. Attending Parents' Evenings is another essential step, providing opportunities to discuss your child's achievements and next steps with teachers and tutors.

Joining the LPGS PTFA is a fantastic way to meet other parents and carers, while also contributing to enrichment activities and resources not covered by government funding.

Ensuring your child has the correct equipment, including a sturdy backpack, prepares them for the day ahead and protects their work. Similarly, making sure they have a quiet place to study, regular homework routines, and early bedtimes helps embed good habits.

Praise their efforts, check on homework regularly, and encourage them to stay curious by engaging with the news or current affairs.

Good attendance is vital. Students with attendance below 96% risk falling behind both academically and socially. Support with attendance and punctuality will help establish lifelong routines.

Mobile phones may be brought into school but must remain unseen and unheard whilst on site. If a phone is confiscated, it must be collected by a parent or carer during Reception hours (8am–4.30pm). Smartwatches such as Apple Watches are not permitted in school.

Upholding the school's behavioural expectations is also key. We work hard to be fair and consistent in how we manage behaviour. Your support in these matters ensures a calm and productive environment for everyone.

Uniform should be worn correctly and smartly. Lost learning time spent addressing uniform issues can be avoided with your help.

Above all, if anything at home might affect your child's wellbeing or learning, we ask that you let us know. We treat such information with discretion and care.

When families and the school work in partnership, every student is given the best possible chance to achieve, grow and thrive.

Parents' Evenings

At Langley Park School for Girls, we believe that strong communication between home and school is a key ingredient in every student's success. One of the most effective ways to maintain this connection is through our Parents' Evenings which are held once during the academic year. These are valuable opportunities to meet your child's teachers, discuss progress, and explore how best to support learning at home.

We recognise that family life is busy and that many parents and carers juggle work, caring responsibilities, and travel time. From September 2025, we will be introducing both virtual and face-to-face parents' evenings in response to feedback. From 4pm, we hold online appointments, allowing working parents and carers to attend from home or the workplace. This flexibility means more families can take part, ensuring that important conversations about learning and development are not missed due to practical constraints.

For key year groups, such as those preparing for public exams (GCSEs and A levels) or making important option choices, we continue to hold *face-to-face* meetings in school. These in-person evenings allow for more in-depth discussion and are particularly valuable at times when students are making decisions that impact their academic pathway. It's also an opportunity to meet key staff and discuss any wider support needs.

Parents' Evenings are about more than checking grades, they offer insights into your child's learning habits, attitude and commitment to learning across subjects. Teachers will share what is going well, identify any areas improvement, and recommend strategies to help your child progress. These meetings also provide a forum to raise questions, celebrate successes, and ensure your child is being supported effectively.

You will be able to book your own appointments via our online booking system. The dates for Parents' Evenings are published on the school website and you will receive further information in advance of the Parents' Evening.

By attending Parents' Evenings, you show your child that their education matters and that you are part of the team working to help them achieve their best. Whether online or in person, your involvement makes a difference.

The dates of our Parents' Evenings for 2025-26 and instructions for making bookings using our online Parents' Evening Booking System can be found on our school website.

<https://www.lpgs.bromley.sch.uk/home/parents/parents-evenings/>

Langley Park School for Girls

Parents' Evening System

Welcome to the Langley Park School for Girls parents' evening booking system.

Your Details

Title	First Name	Surname
<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>
Email	Confirm Email	
<input type="text"/>	<input type="text"/>	

Student's Details

First Name	Surname	Date of Birth		
<input type="text"/>	<input type="text"/>	<input type="text" value="1"/> v	<input type="text" value="January"/> v	<input type="text" value="2010"/> v

Log In

Behaviour for Learning Procedures

The Langley Park School for Girls' philosophy is to encourage a high level of motivation and self-discipline in our students. It is important that the students realise the consequences of different behaviour both in terms of the effect on the individual and on the group. Our Behaviour Policy can be found on our [website](#).

The Langley Way

The Langley Way - the culture of our school is the foundation on which our success is built. A culture of **genuine mutual respect**, a **warm, welcoming** and **friendly** school. Where students are **supported** and **challenged** so that they and others **thrive**.

The Langley Way

At Langley Park School for Girls we value...



Belonging

We wear our uniform with pride 	We actively participate in lessons 	We get involved in extracurricular activities 	We wear our lanyards to support safeguarding 
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Equality

We celebrate differences 	We respect other people's beliefs 	We show understanding and empathy for the needs of others 
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


Kindness

We are deliberately kind 	We acknowledge and appreciate acts of kindness 
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#TEAM

LPGS

Ambition

We aim high 	We have a growth mindset 	We take pride in our achievements 	We celebrate the success of others 	We attend school on time everyday 
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Respect


We listen carefully without interrupting 	We respect staff 	We respect ourselves and each other 
We respect the school environment 	We follow staff instructions first time, everytime 	We respond to staff and students with politeness and warmth 
We arrive on time to lessons - ready to learn 	We do not disrupt the learning of others 	When we make mistakes we apologise meaningfully 

Determination

We work to the best of our ability 
We learn from our mistakes 
We try - especially when it is difficult 

At LPGS we...

walk on the left and follow one way systems 	have our phones out of sight, when on site 	attend detentions 	accept responsibility for our actions 	do not chew gum 
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We have the correct equipment for school 
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Belonging · Equality · Kindness · Ambition · Respect · Determination

www.lpschools.ac.uk/2020

Conduct, behaviour and learning at Langley Park School for Girls are very good and everyone has a role to play in ensuring that LPGS is a happy and productive learning environment.

Students are expected to behave in a considerate and courteous manner at all times, as members of LPGS, and of the local community. They are expected to show respect to all members of staff, visitors and to each other.

LPGS is intolerant of language or behaviour that is disrespectful, prejudicial or discriminatory.

Bullying in any form is unacceptable at Langley Park School for Girls. Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures). Allegations of bullying will always be taken seriously.

Friendship issues are part of growing up and how to overcome these are addressed during PSHCE and Tutor Time. We recognise that some people need more support with this than others. We ask that parents **do not** get involved with friendship issues as this almost always makes the situation far worse.

Punctuality is expected from all students – for registration, for lessons and for handing in homework. This prevents disruption to the sequence of learning planned by staff.

To support with this we have 'pips' which are three short beeps to help with transition between lessons. There are warning pips at 8.25am, 11.00am and 1.45pm.

Correct uniform is to be worn at all times, including the journey to and from school.

Conduct About the Buildings

Good social behaviour is encouraged by the students moving round the buildings quietly, keeping to the left in the corridors and on the stairs, following one-way systems, being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room. We are fortunate in that there are few 'out of bounds' areas within Langley Park School for Girls. Students enjoy a high level of trust. This is reliant upon responsible conduct and honesty from all.

Langley Park School for Girls is a no smoking area. It is unacceptable for students to smoke/vape whilst in uniform (or sixth form dress code) or be in possession of smoking or vaping paraphernalia.

Care of School Buildings and Property

We ask all students to take care of our collective property. We share what we have but that requires us to ensure damages are prevented, or when they occur, they are reported. Any deliberate damage or vandalism is extremely rare and is taken very seriously.

All students are expected to have respect for property and for the school environment. This includes care for furniture and books, and respect for display work and notices. Food is only to be consumed in the Dining Hall or other designated areas, and litter must be disposed of properly in the bins provided.

Each form is responsible for keeping its own tutor room tidy. Your child is expected to play their full part in ensuring that high standards are maintained.

Chewing gum is not permitted on the school site. Students caught chewing gum will be given a sanction.

In the event of your child losing or damaging a textbook or any other school property they will be expected to pay for this damage or loss.

It is important that all personal property belonging to your child is named, including school uniform, equipment, watches and pens.

Parents/carers are advised to have expensive items of property e.g. bicycles, laptops and musical instruments covered on their own insurance since the school is not covered for damage to, or loss of, property during the school day.

Outdoor uniform that is worn to school that does not conform to school regulations will also be confiscated and returned to the student at the end of the day. Subsequent confiscations will result in the item being held until collected by a parent/carer.

Anti-bullying

Everyone at Langley Park School for Girls has the right to feel safe, welcome, secure and happy. We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is anti-social behaviour and affects everyone: it is unacceptable in this school and will not be tolerated.

It is everyone's responsibility to banish bullying and this policy contains guidelines for doing so. Our key aim is to prevent bullying by being proactive in our response to staff and student concerns.

Where bullying exists the targets must feel confident to report it. We aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school. We are a 'TELLING' school. This means that anyone who knows or suspects that bullying is happening, is encouraged to tell a member of staff. We will respond promptly and effectively to issues of bullying.

What is bullying?

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE).

'Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. (Preventing and Tackling Bullying, DfE).

At Langley Park School for Girls we define bullying as:

'repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power'.

Bullying can be physical, verbal, psychological or emotional. It can happen face-to-face or online.

It is important to understand that **bullying is not** an occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out, say unkind things or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, to develop social skills and repair relationships. The school will, of course, support students and address unkind behaviour, as appropriate.

The school uses this definition to help students understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that describes:

Several Times On Purpose

and reminds students that they should **Start Telling Other People**

Our Anti-Bullying Policy sets out how the school will investigate and respond to incidents of bullying behaviour, including the consequences, which are designed to be restorative, to stop the bullying behaviour and prevent recurrence.

The first point of contact for students, parents and carers to report bullying is the Form Tutor and then the Head of Year. Parents/carers are discouraged from taking matters into their own hands and should not approach a student whom they suspect of being a bully; they should speak to school staff

Students who are 'bystanders' are reminded that it is their responsibility to report this to a member of staff.



Langley Park School for Girls

Anti-Bullying

We want Langley Park School for Girls to be a happy, harmonious learning community where staff and students feel safe and secure. Bullying has no place in our community. We define bullying as "Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power."

We agree that everyone has a responsibility to prevent bullying
It is up to each of us to make sure bullying does not take place in our community.

We will treat others
with respect



We will speak out
against bullying



We will not allow
others to be bullied



We will tell a
trusted member of
staff if we see
bullying behaviour



We will be responsible students who are active
in being part of the solution to prevent
bullying



We will help others to
feel safe and secure
in our community



We will agree to
keep and support the
Anti-Bullying Pledge



When bullying is taking place...

**Several
Times
On
Purpose**



**Start
Telling
Other
People**

OUR SCHOOL VALUES BELONGING, EQUALITY, KINDNESS AND RESPECT

Rewards and Sanctions

Some of the Langley Park School for Girls' rewards and sanctions are listed on the following page. These are recorded on Bromcom (our Management Information System) and are visible to parents/carers via MCAS. For some sanctions, parents/carers will be informed by a note in learner handbooks, by letter, telephone or e-mail.

The behaviour/achievement tariff gives parents/carers and students an understanding of the types of behaviours that result in Progress (P) or Consequence (C) points.

Progress (P) points

These will be when students demonstrate our values, therefore P points are awarded for acts of **Belonging, Equality, Kindness, Ambition, Respect** and **Determination**. The points can be monitored through the MCAS app. In addition to this, teachers will award a student of the Lesson/Day/Week award. When this happens families will receive a notification through the MCAS app and/or an e-mail.



These successes are celebrated in termly Achievement Assemblies.

At Langley Park School for Girls we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g:

- Staff praise verbally and in books and learning samples.
- Individual certificates.
- Written communication to students and/or parents/carers.
- Recognition of outstanding achievements.
- Articles in parent/carer letters or the newsletter.

Consequence (C) points

These are given to students who fail to meet our expectations, and for behaviour that warrants a consequence or follow up. Types of behaviour can be seen in the Rewards and Behaviour Tariff on the following pages.

Sanctions

Details of sanctions can be found in the Behaviour Policy on our [website](#). There are a number of detentions students must be aware of:

Detention	Main reasons <i>Please note this list is not exhaustive</i>
C1 late detention (same day) 3.15-3.30pm	<ul style="list-style-type: none">• Late to school/registration before 8.45am
C1 detention (next day) 3.15-3.30pm	<ul style="list-style-type: none">• Did not respond to reminder of classroom expectations
C2 detention (next day) 3.15-4pm	<ul style="list-style-type: none">• Received C1 in more than one lesson• Uniform infringement after registration• Failure to attend C1 detention• More than 1 late to school detention in a week
C3 detention (Mondays, Wednesdays & Fridays) 3.15-4.30pm	<ul style="list-style-type: none">• Relocation from lesson due to persistent failure to meet expectations• Failure to attend C2 detention
Key Stage 5 students only C1 Next day – 1.30-1.45pm C2 Next day – 1.30-2.15pm C3 Fridays – 1.30-14.55pm	All detentions issued to KS5 students will begin at 1.30pm

Failure to attend a C3 detention will lead to students spending a day in the reflection room, at the end of which they will be escorted to the C3 detention.

Reports

A student may be placed on report if there are continuing problems with behaviour, or if organisation, punctuality etc, needs to be monitored. The various report cards are as follows:

Pastoral:

1. Form Tutor Report
2. Head of Year
3. Department Report
4. Senior Leadership Team Report

Curriculum:

1. Subject Report

This is a positive means of supporting a student to focus on one or two specific areas of learning.

Those students who fail to make the necessary improvements to their conduct may be subject to a Pastoral Support Plan.

If a student continues to show disregard for the Langley Park School for Girls' behaviour expectations and is involved in serious misbehaviour (as defined in our Behaviour Policy) then it may be necessary to consider removal from lessons.

Higher Level Sanctions/Consequences

On occasion it is necessary to issue a higher consequence or sanction in response to serious incidents of unacceptable behaviour or where there is persistent, repeated or sustained examples of poor behaviour.

Removal from lessons

Students who display extreme behaviour or persistent breaches of the school's rules could be placed in our Reflection Room as an opportunity to reflect on their behaviour and/or prevent any further disruption.

The Reflection Room requires students to work within school but separate from their normal classes. Students work in the Reflection Room for either a lesson or sequence of lessons or a day/days dependant on the reason. Students are required to reflect on their poor behaviour and discuss strategies to enable future improvements.

Off-site direction

The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Academy, or another academy / school (or unit therein). For instance, we may make arrangements for a student to attend a supervision (or reflection) room in another school within our trust for a fixed period of time (usually several days) to improve their behaviour.

Suspension

Suspension is a disciplinary measure aimed at addressing and correcting student behaviour that violates school rules or policies (serious misbehaviour). It has several intended purposes:

- Maintain a safe and orderly environment
- Hold student accountable
- Give time for reflection
- Deter future misconduct
- Provide an opportunity for intervention

Langley Park School for Girls does not often suspend students. A short suspension can often produce the desired impact without alienating the child from education. The Reintegration Meeting with the parents/carers is a significant part of creating resolution to issues which may inhibit good behaviour. Strategies for continuing improvement and support from the pastoral and welfare structures form a key part of the return to school requirements.

Permanent exclusion

Where a student seriously breaches or persistently breaches the school's behaviour policy and where allowing them to remain at the school would seriously harm the education or welfare of the student or others in the school, the Headteacher may make the decision to exclude a student permanently. The decision to exclude a student is never taken lightly.

Reward and Behaviour Tariff

Progress (P) Points		
3 Points	P – Belonging	Celebrate students who make others feel included and part of the school community
3 Points	P – Equality	Reward students who treat everyone fairly and stand up against discrimination
3 Points	P – Kindness	Praise students who show acts of kindness and compassion towards others
3 Points	P – Ambition	Recognise students who set high goals and work hard to achieve them
3 Points	P – Respect	Acknowledge students who show respect to their peers, staff and the school environment
3 Points	P – Determination	Highlight students who persist through challenges and never give up
3 Points	P – Student of the lesson	Awarded by class teachers
4 Points	P – Student of the day	Awarded by tutors
5 Points	P Student of the week	Awarded by Pastoral Leaders

Consequence (C) Points

		Possible Consequence Issued	Types of Behaviours & Bromcom Log
Zero Points	C0	For information	C0 - Uniform issue during form time (corrected)
1 Point	C1	Central detention 3.15-3.30	C1 - Low level disruptive behaviour C1 - Insufficient effort in class C1 - Lack of equipment C1 - Failure to attend lunch time detention C1 - Lack of homework C1 - Minor inappropriate behaviour C1 - Failure to follow instruction C1 - Late to lesson C1 - Late to school before 8.45am C1 - No planner C1 - Unkind behaviour towards another child C1 - Incorrect PE Kit C1 - No blazer/jacket (during the school day) C1 - Wearing jewellery (during the school day) C1 - Not wearing lanyard/ID Badge C1 - A short or rolled skirt (during the school day) C1 - Wearing trainers/incorrect shoes (during the school day)
2 Points	C2	Central detention 3.15-4.00	C2 - Repeated Low-level disruption C2 - Wearing a sweatshirt/hoodie (during the school day) C2 - Wearing earphones/headphones (during the school day) C2 - Failure to attend a C1 detention C2 - Chewing gum in school C2 - wearing makeup, nail varnish/false nails or lashes (during the school day) C2 - No PE Kit C2 - Mobile phone seen in school C2 - Multiple C1 detentions in a day C2 - Unkind behaviour towards another child C2 - Failure to attend form time C2 - Late to school (two or more times in a week)
3 Points	C3	Senior Detention 3.15-4.30	C3 - Failed to attend C2 DET = 4:30pm DET C3 - On call (removal from a lesson) C3 - Repeated lack of PE kit C3 - Truancy C3 - Bullying C3 - Persistent defiance
4 Points	C4/5	The school will consider the following sanctions: Removal from lessons Suspension Off-Site Direction Permanent Exclusion	Damage to property Dangerous behaviour Bringing the school into disrepute Smoking/vaping Incorrect use of ICT/Social Media Theft Aggressive behaviour/fighting LGBT Phobia Racist incident Sexist incident Inappropriate sexual behaviour Verbal abuse towards a member of staff Verbal abuse towards a student C4/5 - Bullying

Home – School Agreement

A copy of the Home-School Agreement is shown below and is published on the school website and in students' Learner Handbooks.

Langley Park School for Girls – Home School Agreement 2025-26

#TEAM
LPGS



Area of school life	As a School we will... SIGNED: _____	As Parents/Carers I/we will... SIGNED: _____	As a student I will... SIGNED: _____
School Ethos and Values	<ul style="list-style-type: none"> Promote our LPGS values Provide a safe, caring and happy school environment Find opportunities to celebrate and promote success 	<ul style="list-style-type: none"> Promote and role-model LPGS values Inform the school of my child's successes/achievements, including those outside school 	<ul style="list-style-type: none"> Work hard and allow others to learn Act and react in accordance with our school's values Be kind and respectful towards others
Attendance and Punctuality	<ul style="list-style-type: none"> Monitor attendance robustly Communicate any concerns Work with families to improve attendance 	<ul style="list-style-type: none"> Ensure my child attends, on time Report unavoidable absence using the Studybugs app or by phone 0208 639 5230 Avoid term time holidays and appointments during the school day 	<ul style="list-style-type: none"> Attend school every day Arrive at school and lessons on time, ready to learn with the necessary equipment
Uniform	<ul style="list-style-type: none"> Set and communicate our expectations Provide students with the chance and support to correct any uniform/appearance issues at the start of the school day 	<ul style="list-style-type: none"> Ensure my child comes to school in correct uniform with the necessary equipment Support school uniform and appearance expectations 	<ul style="list-style-type: none"> Wear the correct uniform all day, every day and wear uniform correctly.
Learning, Progress and Opportunities	<ul style="list-style-type: none"> Provide an ambitious, balanced and diverse curriculum Support students in developing lifelong learning skills Have high expectations for every child's academic progress Provide a wide range of enriching opportunities Equip students with the knowledge, skills and understanding they need to be healthy, responsible and active members of society, now and in the future 	<ul style="list-style-type: none"> Take an active interest in my child's school life and their learning, attending Parents' Evenings Encourage my child to participate in wider opportunities, including attendance at intervention and revision sessions that they may be invited to attend Support my child with their homework 	<ul style="list-style-type: none"> Participate in lessons and get involved in the wider life of the school and extra-curricular opportunities Try my best, and show determination Complete my class and homework Actively engage with feedback, taking responsibility for my own progress in every lesson and accepting challenge and support from staff Participate in school clubs, societies and other opportunities.
Behaviour	<ul style="list-style-type: none"> Provide a safe, caring and structured environment that enables everyone to thrive Respond to incidents of unkind, discriminatory behaviour and bullying in accordance with our school policies 	<ul style="list-style-type: none"> Fully support the school behaviour policies and systems Ensure my child attends detentions Inform the school of any unkind behaviour or bullying 	<ul style="list-style-type: none"> Follow our school rules - The Langley Way and demonstrate the school values Be a positive ambassador for my school at all times whilst in LPGS uniform and in the wider community
Safeguarding and Wellbeing	<ul style="list-style-type: none"> Keep safeguarding at the forefront of our practice Recognise and promote the importance of wellbeing Provide support to children and families and protect them from harm, in partnership with other agencies Educate students on a range of topics to ensure they understand risks and keep themselves and others safe 	<ul style="list-style-type: none"> Report any concerns to school pastoral or safeguarding staff Ensure my child's on-line and social media presence is appropriate at all times 	<ul style="list-style-type: none"> Speak to an adult if I am worried about my, or another student's wellbeing Understand that I can influence my own wellbeing positively Ensure my online, social media presence and interactions cause no harm and offence to others and keep me safe
Links between school and home	<ul style="list-style-type: none"> Inform families of information concerning their child's learning, behaviour or welfare. Keep parents/carers informed about school activities through reports, letters, newsletters, e-mail and via the school website. Raise and respond to concerns in a constructive and mutually supportive way with students, parents and carers 	<ul style="list-style-type: none"> Inform the school of any contact detail changes. Inform the school of any issues that may affect my child's learning or behaviour Raise and respond to concerns in a constructive and mutually supportive way with members of school staff. (Our staff have the right to work in a safe environment without fear of intimidation, assault or verbal abuse from anyone with whom they come into contact) 	<ul style="list-style-type: none"> Ensure I pass on information between home and school

Attendance and Punctuality

Students who attend school above 96% of the time achieve far better outcomes.

All students have a minimum attendance target of 96%+ and we would like to congratulate all parents/carers who ensure their children get to school each day and on time.

Reporting Absence

If your child is going to be absent from school, for any reason, it is important you let us know as school as possible.

Our main method of reporting absence is via **Studybugs**, a secure online system. We request that parents/carers download our free Studybugs app or register on the Studybugs website and use it to report absence. **Please notify us every day of an absence.**

To register for the Studybugs app please visit their website; [Studybugs – Parents](#) and join using the email address currently held by the school which matches to your child's record.

We ask that wherever possible, medical and dental appointments are made out of school hours. Advance notification of this absence can be made via the Studybugs app.

Should your child be absent from school without notification or without prior consent; we will inform you via text message/e-mail/call. **If your child is absent and we don't hear from you, this would raise a safeguarding concern.**

Please ensure that you keep your contact details up to date with the School Office.

Repeated Absence

We work closely with our school Education Welfare Officer (EWO) and the Local Authority EWO around matters of repeated absence. Further information regarding attendance can be found in the school Attendance policy, [here](#).

Attendance is monitored closely by pastoral staff and communication is shared, via emails, phone call and letters where attendance begins to drop below our 96% expected target. We value the partnership with parents and carers in supporting your child's education, and we want to work together to ensure they have the best possible experience at LPGS and opportunities in their futures. If there are specific challenges that you believe may affect your child's ability to attend regularly, please speak with your child's form tutor in the first instance.

Students who have repeated absence and attendance below 90% could be requested to share medical evidence for future absence. If attendance continues to be a concern, then further measures will be taken to raise awareness to families and support your child in attending. These could include setting attendance targets. If attendance targets are not achieved then this could result in a Fixed Penalty Notice being issued and potentially penalty notices and prosecution.

Research conducted by the Department for Education (DfE) has established a clear link between attendance and academic attainment, indicating that students with the highest levels of attendance tend to achieve the best results. A student with 93% attendance misses nearly three weeks of school each year, which can significantly affect their ability to keep up with the curriculum:

Number of days off school a year	Percentage attendance	Number of lessons missed	Level of concern
0 days	100%	0	Perfection
2 days	99%	10 lessons	Excellent
5 days	97%	25 lessons	Good
10 days	95%	50 lessons	Slight concern
20 days	90%	100 lessons	Concern
30 days	85%	150 lessons	Significant concern

Punctuality

At LPGS we are proud to acknowledge that the majority of our students arrive on time, ready to engage in their learning each day. Morning registration takes place at the start of school at 8:30am. Any student arriving after this time will be marked as 'late'. Please carefully review the process below for students arriving late to school.

Lateness to school, during form time (8:30-8:45am)

- All students enter through the main gate, opposite the primary school, which closes at 8:30am.
- Students should be in their form rooms by 8:30am. Arrival after this time is considered late.
- Once the gate is closed, students will enter through main reception and sign in at their Key Stage Late Desk.
- KS3 and 4 students will have the time of arrival in school recorded in their planner and KS5 students receive a card confirming they signed in late, this is to be shown to the form tutor on arrival to form.
- Students who arrive late to school, or form time, after 8:30am will receive a same day after-school C1 detention (15 minutes)
- Communication will be sent home to families for those students arriving late to school and informing them of the detention.

Students who arrive late to school more than once in a week will receive a C2 detention.

Lateness to school, after form time (after 8:45am)

- Students arriving to school after form time will receive a C2 next day detention.

If there are exceptional circumstances on the day, such as significant traffic incidents. This may result in sanctions being waived at the discretion of senior leaders. Students will be informed on entry.

Medical Appointments

We request that routine medical/dental appointments are scheduled outside of school hours to minimise missed learning. However, we understand that this is not always possible. If a student arrives late due to a medical appointment, we will require evidence, such as an appointment card, text, or email. If no evidence is provided, a C2 detention will be issued.

Holidays in Term Time

Holidays during term time should not be taken. All holidays, unless in very exceptional circumstances, will be unauthorised and may be liable for a Penalty Notice which, as of September 2024, is a fine of £80.00 per parent/carer per child rising to £160.00 if not paid within 21 days. Once the fine has risen to £160.00, parents/carers only have a further 7 days to pay, after which the LA will consider taking legal action through the Magistrates Court.

As per the school policy, any requests for holiday must be made in writing with the following form; [Request-for-Exceptional-Leave-of-Absence-during-Term-Time-1.docx](#). This should be shared with our Attendance Officer by email to attendance@lpgs.bromley.sch.uk at least 5 days prior to the leave.

Is My Child Too Ill For School?

The below information has been taken from the NHS website which gives clear guidance about whether your child is too unwell to attend school. The Study Bugs app gives further details on a range of medical conditions/illnesses.

We recognise it can sometimes be tricky deciding whether or not to keep your child off school. As outlined above, if you feel there are factors affecting your child's attendance or you have noticed a pattern in their absence, please contact their form tutor.

High temperature

If your child has a [high temperature](#), keep them off school until it goes away.

Feeling anxious or worried

It's normal for children to feel a little anxious sometimes. They may get a tummy ache or headache, or have problems eating or sleeping.

Avoiding school can make a child's anxiety about going to school worse. It's good to talk about any worries they may have such as bullying, friendship problems, school work or sensory problems. If you feel that one of these are affecting your child, please contact their form tutor.

If your child is still struggling and it's affecting their everyday life, it might be good to talk to your GP. There is support available through Bromley Y and other services that can help support attendance to school and managing any worry your child might have. [Find information and advice about how to help children with anxiety](#)

Coughs and colds

It's fine to send your child to school with a minor [cough](#) or [common cold](#). But if they have a high temperature, keep them off school until it goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

Chickenpox

If your child has [chickenpox](#), keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a [cold sore](#).

Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have [conjunctivitis](#), unless they are feeling very unwell. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school.

Your child should try to stay at home and avoid contact with other people if they have symptoms of [COVID-19](#) and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

What to do if your child has tested positive

Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.

Ear infection

If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

Hand, foot and mouth disease

If your child has [hand, foot and mouth disease](#) but seems well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice. You can treat [head lice and nits](#) without seeing a GP.

Impetigo

If your child has [impetigo](#), they'll need treatment from a pharmacist or GP, often with antibiotics.

Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.

Measles

If your child has [measles](#), they'll need to see a GP. Call the GP surgery before you go in, as measles can spread to others easily.

Keep your child off school for at least 4 days from when the rash first appears.

They should also avoid close contact with babies and anyone who is pregnant or has a weakened immune system.

Ringworm

If your child has [ringworm](#), see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has [scarlet fever](#), they'll need treatment with antibiotics from a GP, otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have [slapped cheek syndrome](#) because, once the rash appears, they're no longer infectious, but let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat

You can still send your child to school if they have a [sore throat](#). But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of [tonsillitis](#).

Threadworms

You don't need to keep your child off school if they have [threadworms](#). Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with [diarrhoea or vomiting](#) should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).

Sickness and First Aid

If a student is feeling less well than normal but is not too ill to come to school, please do send them in. If we believe a student is too unwell to be in school, we will contact you. However for minor ailments such as headaches and colds, we encourage students to remain in lessons even if they cannot fully participate. The Medical Room is for those who are taken suddenly and seriously ill, or for those who are receiving first aid.

Please read and note our [Medical Needs Policy](#) to be very clear about the amount of pain-relief students may carry with them. Given that these medications are to be taken at 4-6 hour intervals, students should only need to take pain relief once during the school day. Students in Year 7 are under 12 therefore should have no more than 1 tablet (paracetamol or ibuprofen) in their possession. Students in Year 8-13 may only have 2 tablets in their possession. They must not give tablets to other students and parents should have signed their planner to indicate that they have given consent for the tablets to be carried.

Students must not call parents/carers themselves if they are unwell. In the event of a student feeling unwell or having an accident in school they should tell a teacher or a member of staff on duty who will collect them and take them to the Medical Room to be assessed by a member of staff. The decision to send a student home will only be made by the member of staff, who will contact parents/carers by using the contact numbers supplied to the school. Students will not be released from school if they have contacted their parents directly. Please keep your contact details up to date with the Admissions Office. Students who are too ill to be in school will need to be collected by an adult. They cannot be sent home in a taxi.

It is important to remember that during school hours our staff are legally responsible for the students' welfare and safety on the premises.

How To Help Your Child Succeed In School

At Langley Park School for Girls, we understand that a strong partnership between home and school is vital in helping students succeed. This is not just academically, but also socially and emotionally. The guidance below is designed to support parents and carers in helping their child become more independent, resilient, and ready to make the most of all that school life has to offer.

Technology and social media

In the UK, the minimum age for social media usage is generally 13 years old, as mandated by the UK General Data Protection Regulation (UK GDPR). While younger students may be less exposed to issues, challenges around online behaviour often emerge during puberty. Older students tend to make more responsible choices online. We recommend setting clear boundaries around technology use:

- Limit screen time, especially at night.
- Avoid devices being charged or used in bedrooms.
- Keep screens (TVs, tablets, computers) out of sleeping areas - extra sleep makes a big difference to focus and learning.

Create a positive learning environment at home

- Provide a quiet, distraction-free space for study, ideally in a shared area of the home.
- Manage access to technology and encourage regular breaks.
- Be positive about learning across *all* subjects, not just those you may feel more confident in. Children can excel in areas their families may not.

Be involved and interested

- Ask about upcoming tests, projects, and assignments.
- Avoid minimising challenges in certain subjects—statements like “we were never good at maths” can become self-fulfilling.
- Encourage reading as part of everyday life, and don’t let phone use take over their downtime.

Promote independence and responsibility

Encouraging your child to take ownership of daily routines helps build confidence and life skills. They should be able to:

- Pack their school bag each evening with all necessary books and equipment.
- Wake themselves up and get ready to arrive at school before 8.25am.
- Travel to school independently, where possible. This not only builds self-reliance but also reduces traffic, particularly on our school lane and increases safety for all.

Contribute to family life

Help your child build confidence and self-esteem by encouraging them to contribute at home. Simple tasks like setting the table, tidying their bedroom, or helping with recycling are important steps toward becoming responsible adults. Gradually give them more responsibility over aspects of their life—such as planning their time, contributing to chores, and managing their own schedules. These skills are essential for their growth and confidence.

Be a resilient and supportive parent/carers

Set high expectations, be consistent, and don’t be afraid to say no when needed. Avoid solving every problem for them—ask guiding questions instead:

- *How did this happen?*
- *What do you want the outcome to be?*
- *What steps can you take to get there?*

By helping them reflect and problem-solve, you’re preparing them for life far beyond the classroom.

Together, we achieve more

A strong, united HOME & SCHOOL team gives students the best possible chance of becoming confident, capable and kind young people, ready for the next stage of their lives.

Teaching and Learning

The Langley Lesson

At Langley Park School for Girls, we are always striving to ensure that every child thrives in an inclusive, supportive learning environment. One of the key tools helping us to achieve this is the Langley LESSON—our clear and consistent approach to inclusive high-quality teaching and learning across all classrooms.

The Langley LESSON is our school-wide strategy designed to make teaching more effective and learning more engaging. This means that, whether your child is in a science lab, an English lesson or a PE class, they will experience a consistent and inclusive approach to learning. The framework is based on the best bets from educational research for our context and comprises a 1-page framework that combines three foundation principles:

- **Run the routines** – to ensure no time is wasted
- **Engaging all learners** – to ensure that students do the thinking and therefore the learning
- **Creating a supportive environment** – enabling everyone to feel successful regardless of ability. We encourage positive behaviour through the use of a rewards tariff which is balanced with a behaviour tariff.

with six features of inclusive teaching:

- **Link and Launch:** A quick recap to help students remember and apply what they've previously learned to strengthen memory recall.
- **Explicit explanations and instructions:** Teachers break down new content clearly, in small chunks, using simple, direct language so all students understand what to do and how to do it.
- **Show, scaffold and stretch:** We model tasks (show), provide support through writing frames, word banks, adaptive equipment/resources (scaffold), and then challenge students to apply their learning more independently and creatively (stretch).
- **Structured deliberate practice:** learning is reinforced and evidenced through purposeful activities that help students master skills and knowledge over time.
- **Ongoing assessment and feedback:** Teachers continuously check for understanding and give feedback that helps students improve and stay on track.
- **Notice and respond:** Staff are astute in noticing when students need help or are ready to move on sooner than anticipated, and to respond in ways that support progress and wellbeing.

The Langley LESSON isn't just a teaching strategy—it's a reflection of our whole-school commitment to helping every student thrive. Our belief is that the Langley LESSON ensures that all staff are equipped to deliver inclusive, engaging teaching that helps all students to reach their potential.



Further detail on Teaching and Learning can be found in our policy on our [website](#).

Home Learning

Home learning is an integral part of learning at LPGS. It is a powerful learning tool for extending the range and depth of a student's knowledge and understanding as well as encouraging independent learning and self-motivation. Through home learning we aim to promote effective and independent learning across all years, to raise standards of attainment and achievement through high quality learning outside the classroom and to engage parents and carers in the learning process. Examples of tasks may include research, preparation for class, completion of examination questions, coursework, consolidation of differentiated classwork, project-based home learning. Home learning should always be relevant, fit for purpose and accessible to all students. Further details on the frequency of home learning can be found in the policy on our [website](#)

Learner Handbooks

A Learner Handbook will be issued to students at the beginning of each new year. It serves as a point of reference for key information about the school's policies and contains useful reference material for all subjects.

The Learner Handbook should be brought to school each day and should not be damaged or contain graffiti.

Any lost Learner Handbooks can be replaced for £5 via MCAS.

Please encourage your child to use their Learner Handbook as fully as possible.

Library

The Library is at the heart of the school. It seeks to promote a life-long love of reading and learning, which will in turn enhance students' academic, personal and social development

Reading-for-pleasure has a positive impact on all aspects of learning and in a busy world is a marvellous way to relax, so enhancing our sense of wellbeing. With this in mind, the Library offers an excellent range of fiction for all age groups. In addition, LPGS is a Lit in Colour school and seeks to increase diversity in the curriculum by promoting books by writers of colour.

Throughout the year the Library runs a wide range of events to promote reading:

- Lit in Colour Book Club
- Reading Week with World Book Day celebrations
- Inter-House Reading Competitions
- Shadowing the Carnegie Book Award
- Book Fairs and Author Visits
- Summer Reading Challenge

The Library is staffed throughout the day from 08.00 to 16.00. It provides a welcoming environment for reading and study, together with a Computer Suite for homework and research.

Careers Programme

Our Careers programme has been recognised as engaging, impartial, inclusive and innovative by OFSTED and LEAN East/London Careers Hub (LINK) and we have achieved a kitemark of excellence from our peer review partners. The Careers Academy is accessible to all staff and students and it houses resources, information, links to useful websites and recordings of all live interactive careers sessions.

The team works closely with all Key Stages, Heads of Department, Heads of Year and the SEND team to ensure all students receive a full and comprehensive careers service, adapting our offer to the individual needs of each student. We particularly support disadvantaged students through the promotion of opportunities offered by The Sutton Trust, AMOS bursary, 93% Club and Future Frontiers.

The Careers team has built an extensive network of alumni, contacts and volunteers, to enable our students to have relevant, meaningful encounters with employers, institutes of higher education and apprenticeship providers on a regular basis. These include

- One full week of work experience for all students in Year 10 and Year 12, which has been recognised by our governors for its safeguarding processes.
- Regular World of Work Wednesday slots in the PSHCE curriculum for all year groups
- Futures Fair – an annual careers fair attended by over 70 providers

In addition to regular contact with employers, universities and apprenticeship providers, KS5 students have access to a weekly careers bulletin which promotes opportunities for work experience placements, open days and much more.

Younger students can access Unifrog, a one-stop-shop where they can easily explore their interests, then find and successfully apply for their next best step after school.

Visit our Careers Academy on our school website for further details regarding curriculum content for Careers Information, Advice and Guidance

[Careers Academy - Langley Park School for Girls - Enabling Everyone To Thrive](#)

The Langley Park School for Girls Curriculum

The curriculum offered at Langley Park School for Girls is fundamental to our vision of the kind of young person we wish to leave us. While the curriculum predominantly comprises the taught curriculum that takes place within lessons, it also encompasses the enrichment we offer and the culture we create - the way our school is structured, the high expectations we have of young people and the overall climate within Langley Park School for Girls.

We believe that it is essential that all children acquire mastery of reading, writing and mathematics in order to be successful in their education and in life. This is a core principle in the design of our curriculum, accounting for a weighting of timetabled time towards these subjects in all key stages.

We also place great emphasis on the successful acquisition of knowledge. Therefore academic disciplines are taught as discrete subjects by specialist teachers. Learning is enhanced through a variety of experiences and visits.

Key Stage 3

Students follow a largely traditional three-year curriculum in Key Stage 3. Students are taught in mixed ability groups in all subjects with the exception of Maths in years 8 and 9. All students, and especially those with specific learning difficulties and other special needs, including high ability students, are supported to achieve their best.

Students study two of three MFL subjects (French, German and Spanish). The languages allocated will vary year on year and are dependent on a number of factors including staffing and timetabling. For this reason we cannot accommodate preferences.

Key Stage 4

In addition to the core subjects of English, Mathematics, Physical Education and Sciences, KS4 options are chosen. These are designed to provide a GCSE programme whereby the core is enriched by a choice of subjects incorporating ICT, Modern Foreign Languages, the Arts, humanities and social subjects. Students are supported with thorough advice to enable them to carefully select the most appropriate GCSE options for them. We do our very best to accommodate all preferences, however this cannot be guaranteed.

A work related curriculum, which involves careers education, enterprise education and work experience prepares students for the world of work and is an integral part of our curriculum.

Key Stage 5 (Post-16)

Students are able to choose from a wide range of Advanced Level, BTEC and CTEC courses, further information is available on the [Sixth Form](#) page of our website.

Personal, Social, Health and Citizenship Education is compulsory throughout all three key stages.

Curriculum Vision

At Langley Park School for Girls, we are committed to providing a high-quality education that fosters a **love of learning**, promotes **personal growth**, and equips students with the **knowledge and skills** needed for future success. Our curriculum is designed to be **broad, balanced, ambitious and inclusive**, enabling every student to **thrive** academically, socially, and emotionally.

We foster a love of learning by:

- believing in a knowledge-rich curriculum
- enabling students to acquire powerful knowledge; taking them beyond their own experience to learn 'the best that has been thought or said'
- respecting subject traditions and academic disciplines
- sequencing learning to support students to develop the knowledge, concepts and schema they need
- cultivating an environment where students are active learners and curiosity, creativity and critical thinking flourish
- connecting learning to real life and applying knowledge in meaningful contexts
- encouraging a growth mindset
- celebrating our students' achievements, efforts and progress in learning

We promote personal growth by:

- educating the 'whole child'
- encouraging independence, responsibility and resilience
- checking students' understanding regularly and providing formative feedback which is acted on
- exposing our students to a rich variety of cultural experiences
- providing numerous opportunities and experiences beyond the classroom
- valuing ambition and determination

We equip students with the skills needed for future success by:

- developing the 'Langley Learner' (the key skills and personal attributes they need)
- embracing and understanding new technologies
- demonstrating the Langley values (belonging, equality, kindness and respect)
- ensuring our students are well-informed, socially responsible, culturally aware global citizens

Our curriculum is broad, balanced, ambitious and inclusive, this means:

- We offer a wide range of subjects, especially at KS4 and in our Sixth Form aligned to the needs and interests of our students, which enhances student engagement and achievement
- We recognise the different needs of our students, adapting our teaching and providing additional support so that all students can succeed
- We ensure that our curriculum includes diverse perspectives and our students see themselves and are seen within the curriculum and course materials

By providing a holistic, inclusive, and engaging curriculum, we aim to inspire our students to become successful, adaptable learners who achieve the very best academic outcomes and make a difference in the wider world.

Key Stage 3: Year 7 Curriculum 2025-26

Subject	Lessons per fortnight
English	7
Science	7
Maths	7
RE	1
MFL1 German	3
MFL 2 French or Spanish	3
PSHCE	1
History	3
Geography	3
Visual Arts* (Rotation of Textiles, Digital Media, Fine Art)	2
DT* (Rotation of Food, Graphics, 3D Design)	2
ICT	2
PE	4
Dance	1
Music	2
Drama	2
TOTAL	50

*We have made changes so that our Visual Arts and Design Technology curriculum represents a modern and creative approach. Students will actively plan, design and produce using new technologies and software. They will design and make in virtual spaces engaging with state-of-the-art technologies applying new skills relevant to today's creative industries.

Key Stage 3: Year 8 Curriculum 2025-26

Subject	Lessons per fortnight
English	7
Science	7
Maths	7
RS	1
MFL 1 - German	3
MFL 2 - French or Spanish	3
PSHCE	1
History	3
Geography	3
Visual Arts (Fine Art, Textiles, Digital Media)	3
ICT	2
PE	4
Dance	1
Music	2
Drama	2
TOTAL	50

Key Stage 3: Year 9 2025-26

Subject	Lessons per fortnight
English	7
Science	7
Maths	7
RS	2
MFL**	5
PSHCE	1
History	3
Geography	3
Visual Arts (Fine Art, Textiles, Digital Media)	3
ICT	2
PE	4
Dance	2
Music	2
Drama	2
TOTAL	50

** From September 2025, Year 9 students will choose to specialise in one foreign language and study this for an increased amount of contact time (5 hours per fortnight), in support of depth of study in preparation for GCSE courses in Year 10.

Key Stage 4: GCSE Guided Choices 2025-26 (Year 10)

The Curriculum Structure

Our KS4 guided choices recognises the following key principles:

- Our students follow a broad, balanced and ambitious curriculum
- We have high aspirations for our students
- We recognise the currency of examination results for our students' next steps and future employability

The vast majority of our students follow a curriculum that includes English, Mathematics, Science, a Humanities subject and a modern foreign language. In addition to this core offer, students select 2 additional option subjects from the list below. The curriculum may be adapted for a small number of students with a specific learning need.

Subject	Lessons per fortnight
English Language & English Literature	9
Maths	9
Combined Science (worth 2 GCSEs)	10
Physical Education (PE)	2
History or Geography	5
MFL (choice between French, German or Spanish)	5
OPTION CHOICE 1 (chosen from the offer)	5
OPTION CHOICE 2 (chosen from the offer)	5
TOTAL	50

Options subjects:

Art	Food and Nutrition	Photography
Computer Science	Health and Social Care	Psychology
Dance	Media (iMedia)	Religious Studies
Drama	Music	Separate Sciences (Triple Award)
Fashion and Textiles	PE (GCSE)	Sociology

Key Stage 5: Curriculum 2025-26 (Year 12)

The following courses are available for study from September 2025.

Subject	Course
Art & Design/Fine Art/Textiles	A Level
Biology	A Level
Business Studies	A Level
Chemistry	A Level
Computer Science	A Level
Dance	A Level
Drama and Theatre	A Level
Economics	A Level
English Language & Literature	A Level
English Literature	A Level
French	A Level
Further Mathematics	A Level
Geography	A Level
German	A Level
History	A Level
Law	A Level
Mathematics	A Level
Music	A Level
PE	A Level
Photography	A Level
Physics	A Level
Politics	A Level
Psychology	A Level
Religious Studies	A Level
Sociology	A Level
Spanish	A Level
Extended Project Qualification	Advanced Subsidiary (AS)
Applied Human Biology	BTEC/Alternative Academic Qualification (AAQ)
Applied Science	BTEC/Alternative Academic Qualification (AAQ)
Business	Cambridge Technical
Creative Digital Media Production	BTEC
Health & Social Care	Alternative Academic Qualification (AAQ)
Mathematics (resit)	GCSE

Students commencing Sixth Form study will be following one of the following programmes of study:

APS score	Programme of study
7.0+	Eligible for 4 A-Levels or 3 A-Levels + Extended Project Qualification
5.3-6.9	3 A-Levels
4.9-5.2	2 A-Levels + 1 vocational qualification
4.0-4.8	Double vocational qualification + Single vocational Double vocational qualification + 1 A-Level

The Wider Curriculum at KS5:

- Tutor Time & PSHE programme
- Transition Support
- Sixth Form Assemblies
- Mentoring
- Student Leadership Opportunities
- Work experience
- Guided learning/independent study
- University preparation and visits
- Careers Academy – support, advice, guidance and employer engagement
- Team Building and Social Events
- PE and Sporting Fixtures
- Guest speakers
- Enrichment programme – Wednesday afternoons
- Trips and visits

Reporting and Assessment

At all stages students' progress is regularly assessed and reported upon to parents/carers. Ongoing assessment is essential in developing a curriculum to suit the needs of all our students. Grades are given for attainment and commitment to learning throughout the year.

Reports are issued at different times of the year for different year groups. They contain:

- GCSE/A Level targets: These will be generated by a student's prior attainment. These can be adjusted up, but not down.
- Commitment to Learning (C2L).
- Attainment — the GCSE/A Level grade standard a student is currently attaining. In Key Stage 3, these grades are likely to be very low to reflect the time to progress that remains.
- Attendance.
- Punctuality.

Periodic assessment

Students are assessed at an ongoing basis through classwork, homework and formal assessments. All this forms part of the professional judgement of the teacher.

Feedback on how to improve is the most important. At regular intervals throughout the year parents/carers will receive information on the student's attainment. Parents'/Carers' Evenings (for consultation with staff on students' progress) will be scheduled and communicated to parents/carers.

Relationships, Sex and Health Education

At LPGS we promote personal growth by:

- educating the 'whole child'
- encouraging independence, responsibility and resilience
- exposing our students to a rich variety of cultural experiences
- providing numerous opportunities and experiences beyond the classroom
- valuing ambition and determination

We equip students with the skills needed for future success by:

- developing the 'Langley Learner' (the key skills and personal attributes they need)
- embracing and understanding new technologies
- demonstrating the Langley values (belonging, equality, kindness, determination and respect)
- ensuring our students are well-informed, socially responsible, culturally aware global citizens

Our PSHCE curriculum follows statutory requirements as identified by the DfE in Relationships and Sex Education and includes topics which are particularly relevant to our context at a local and national level. The main three areas of **Health and Wellbeing**, **Healthy Relationships** and **Living in the Wider World** are covered and topics are revisited at an age-appropriate level. Female empowerment, diversity and preparing for the world of work are strong threads that run through our programme. Central to the content are our school values of **Belonging**, **Respect**, **Equality**, **Ambition**, **Kindness** and **Determination** and these underpin our entire curriculum. Resources recommended by the PSHE Association and other reputable organisations are at the foundation of our curriculum design. PSHCE is taught in one lesson per fortnight in KS3 and in tutor times in KS3, KS4 and KS5. We include drop down days and invite visiting speakers where appropriate.

Ultimately the purpose of our PSHE curriculum is to deliver a curriculum which is accessible to all and enables our children to build healthy relationships and become independent, responsible members of society.

Religious Education & Collective Worship

The school will follow the guidelines on both these matters as set out by the Education Reform Act and acts of worship will be non-denominational in character. They will be Christian based with a firm moral emphasis. Parents/carers may withdraw their child from the arrangements for Religious Education and Worship, if they so wish. Such requests should be made in writing to the Headteacher.

Personal Development – Tutor Time

Tutor time at LPGS should provide a positive predictable start and end to the day for all. It is central to the delivery of RSE and personal development. The structured programme includes assemblies, reading, current affairs, diversity, female empowerment, the world of work and PSHCE. It is delivered by tutors who will support students to start the day positively, with the correct equipment and in correct uniform.

The Extended Curriculum

Educational Visits

We are committed to delivering a curriculum that includes as many opportunities for learning beyond the classroom as possible. As such, we have an exciting range of educational visits that take place each year. These are a valuable extension to the curriculum and often relate to topics studied in the classroom. Examples include: theatre trips, visits to industry, museums and art galleries. Some visits will involve students representing the school such as for sport, school council or musical events.

Educational visits may involve travel abroad; for example, to support learning in modern foreign languages, geography field trips and leisure activities such as skiing. Parents/carers are reminded that they are responsible for ensuring that their child has the correct documentation if they wish to participate in such a trip (e.g. a valid passport, visa, vaccinations etc).

Information on the educational visits planned will be distributed by email. We endeavour to plan our visits as far in advance as possible, however please note that the website calendar is updated throughout the year to allow us to respond to opportunities as they arise.

Information pertaining to a visit will always be sent in advance to parents/carers and a consent response will be required via Evolve. Where payment/voluntary contributions are required an offer will be set up on MCAS. Students will not be able to attend unless consent is received. Prompt replies are appreciated as if we do not receive enough students and/or contributions the visit may not go ahead.

Families who have been confirmed in receipt of Pupil Premium funding, will be asked to pay 10% of the full cost of any curriculum compulsory trips/equipment over £20. For example; a theatre trip which costs £25 would require a payment of £2.50. Any expenditure below £20 will be provided in full. Any payments should be made via MCAS.

Some support is available to help with payment for students on application to the Headteacher, a form to request financial assistance is available on our website.

If parents/carers feel they can make a contribution on behalf of another student as well as their own, this is always very much appreciated.

Payments for educational visits must be made using MCAS.

For day trips, it is usual for uniform to be worn and this is often requested by the host institution. Day trips will normally begin and end at Langley Park School for Girls. Parents/carers will be notified of any change to this prior to the visit taking place.

Extra-curricular Activities

Activities beyond the taught curriculum are an integral part of the Langley Park School for Girls' experience and are strongly encouraged for all students.

A broad range of activities take place throughout the week, either at lunchtime or after school hours. These range from sporting and music related activities to clubs such as Feminist Society, Chess Club, Afro-Caribbean Society and academic support sessions. The offer varies year on year and the programme of activities is published on our website. To support our Year 7 students' transition into secondary school life, they are expected to participate in at least one after school activity each week.

Performing Arts at LPGS

Your child will have timetabled lessons for dance, drama and music throughout Key Stage 3. In addition, the Performing Arts Faculty offers a range of opportunities beyond the classroom.

All Year 7 students will participate in the Music Scheme, allowing them all to experience learning to play a musical instrument to a basic level. In addition, students in all year groups can take instrument lessons, provided by [Bromley Youth Music Trust](#) (BYMT), in school. Information about instrument lessons is sent out annually. If you would like to sign your child up for instrument lessons, please use the QR code on this page to access the form.



The Music Department offers a wide range of extra-curricular opportunities, including two choirs, a chamber orchestra and a jazz band, to name a few. The opportunities vary slightly from year to year, and information about all the extra-curricular opportunities which are available are sent home at the start of the year as well as being shared with the students themselves. The Music Department showcases the amazing work of our students at regular concerts, which families are invited to attend. In addition, the music department runs an annual music tour and regular trips to see West End shows.

Dancers in Year 7 and 8 can join the dance company 'Look See', which performs a variety of styles. Students in older years can join 'Leading Edge', which specialises in Hip Hop. These companies rehearse after school. Rehearsal days vary from year to year and this information is communicated at the start of the year to students and families. In addition, there is the opportunity for the most able dancers to audition to join our third company, Releve, which specialises in contemporary dance styles. All our dance companies perform in the annual Mixtape dance show in February or March.

The Drama Department runs drama clubs for Year 7 and Year 8 students (days vary for these, and again, information about extra-curricular opportunities will be shared with students and families at the start of the year). Sometimes the department offers the opportunity to rehearse and perform a play, for example in February 2025, a cast of students in Year 9-11 performed the play Chaos by Laura Lomas.

In most years, the Performing Arts Faculty works together to stage a musical in the performance hall at Langley Park School for Boys in July— in 2024 we did Annie, the year before in was The Addams Family. In 2025 the choice was made to stage a smaller musical, Six, on the stage at LPGS. Participation is by audition. Information about auditions is shared with students in the Autumn Term.

For further information about Music, please contact Ms G Sheppard: gs@lpgs.bromley.sch.uk

For further information about Dance please contact Miss C Marcham: cma@lpgs.bromley.sch.uk

For further information about Drama please contact Ms H Stanley: hst@lpgs.bromley.sch.uk

Sport at LPGS

Sport plays a central role in life at LPGS, with a wide range of opportunities for students to get involved both in curriculum time and through our extensive extra-curricular programme. As part of our extra-curricular offer, we provide clubs and teams in football, netball, badminton, basketball, hockey, rounders, cricket and athletics. We are committed to continually growing our extra-curricular provision and aim to inspire students to engage in physical activity, discover new interests, and develop a lifelong love of sport.

Our teams regularly compete in local and county-level competitions, including the Bromley leagues and Kent competitions. Recent successes include being crowned U12 champions in the 2022–23 football season and U16

champions in 2024–25, reflecting the commitment and talent of our students and staff. As students represent the school, they are fully supported by the PE team to develop their confidence, teamwork, and resilience. Support is also available to both students and parents as they progress through competitions, including assistance with costs such as entry fees.

All after-school PE fixtures will be posted on the [Sports Fixtures](#) page on Firefly. Details regarding teams and arrangements for the fixtures will be available there. As parents/carers, you will receive an email informing you that your child has been selected. Depending on the nature and timings of the fixture, you may be required to complete a consent form either via Evolve or Firefly.

We encourage all students to participate, develop their skills, and represent the school with pride. Our dedicated PE team is committed to providing inclusive, enjoyable experiences for everyone. We champion all students to strive for their personal best.

For further information please contact Miss C Harrs, CHR@lpgs.bromley.sch.uk.

Student Leadership and Sixth Form

Student Leadership

We are committed to developing leadership skills among all our students. There are a range of opportunities available for students of all ages and the cornerstone of this is our Student Council which ensures that all students' voices are heard. Within Tutor Groups students are able to choose from a variety of leadership roles such as Form Captain, Sports Captain, Environment Reps and more. Through these structures we aim to ensure our students develop into confident, articulate young people who make a contribution to society.

We are aware of the need to develop forward-thinking young adults, prepared for the challenges and demands of leadership in the wider world. Our Sixth Form motto **'Today's Learners, Tomorrow's Leaders'** underpins all that we do and as such, it is our priority to recognise the individual strengths of our students and consider them as key contributors to both our Sixth Form and the wider school community. Our prefect structure allows students to develop their leadership skills in a range of fields.

Our Senior Prefect Team 2025-2026

Head Prefects			
Sahar A and Adonye O			
Deputy Head Prefects			
Millie C		Tishe F	Isabella T
Senior Prefect Team			
Plamena M Clara L Shavonne D Sinem O Demi W Aroa R Monty N	Lily S Hannah C Zak A Erica O Arezoo S Maryam A Jahnaya L	Andre L Olivia G Ahrish R Maisie V Lillybelle L Tia J Matilda M	Alara K Anne J Stephanie L Nadia K Reuben M Zachary L Oumou D

Our Sixth Form (LPGS6)

Here at LPGS6 our students are encouraged and supported to achieve their potential in their academic studies, personally and socially.

Our students are highly motivated and ambitious, benefiting from high quality teaching, academic support and wider opportunities beyond the classroom in a wide range of A-Level and vocational courses. Expert and passionate teachers engage students in challenging, memorable and enjoyable learning experiences within lessons, as well as drawing on their experiences as examiners and detailed knowledge of exam specifications to maximise our students' chances of success. As a result, our students consistently attain very highly in examinations and realise their ambitions for higher education, apprenticeships and employment.

Alongside academic support and intervention from willing and committed teachers, pastoral care from our team of tutors, mentors, and wellbeing team ensures students receive personalised attention and support as they navigate their Sixth Form studies.

An extensive programme of enrichment opportunities, clubs and societies contributes significantly to our learners' enjoyment and our students develop strong relationships with peers and adults and memories and friendships, which will last for a lifetime. Our Sixth Form students are supported to be resilient, adaptable and confident, with transferable knowledge and skills that will equip them for life.



The Careers Academy at LPS6 sets us apart from many other schools and colleges. Tailored and individualised programmes of careers advice, information and guidance are enhanced by frequent opportunities to engage with employers, understand the world of work and possible careers in every imaginable field including architecture, computing, education, engineering, finance, law, medicine, psychology.

Our Sixth Form vision 'Today's learners, tomorrow's leaders' is enacted through the various student leadership opportunities on offer within our Sixth Form and the key role played by students in Years 12 and 13 in developing themselves, others and our school. Our commitment to students is to support them to achieve highly, enjoy their Sixth Form journey with us and realise their goals and ambitions.

Today's Learners, Tomorrow's Leaders

THE SIXTH FORM AT LPS6

"I joined LPS6 in Year 7 and stayed for Sixth Form because of my love of languages. Learning a new language is like unlocking a door to a vibrant world, revealing fresh perspectives and infinite possibilities in life."

Sarah

Visit the LPS6 website to find out more information about our courses and life in our vibrant Sixth Form

Our Sixth-form provision was graded 'Outstanding' during our last Ofsted inspection in November 2022.

IMPACT

Ofsted Good Provider

Today's Learners, Tomorrow's Leaders

THE SIXTH FORM AT LPS6

"I wanted to join LPS6 as I felt that it was the best choice for my future. I knew that I would get educational and wellbeing support. I was excited to join a new school environment."

Eddie

Visit the LPS6 website to find out more information about our courses and life in our vibrant Sixth Form

Our Sixth-form provision was graded 'Outstanding' during our last Ofsted inspection in November 2022.

IMPACT

Ofsted Good Provider

Today's Learners, Tomorrow's Leaders

THE SIXTH FORM AT LPS6

"I've always felt I belong at LPS6 because I've been able to participate in events like Dance Mixtape and open evenings. As a Senior Prefect I'm part of the planning team that brings our community together."

Princess

Visit the LPS6 website to find out more information about our courses and life in our vibrant Sixth Form

Our Sixth-form provision was graded 'Outstanding' during our last Ofsted inspection in November 2022.

IMPACT

Ofsted Good Provider

Academic support


Students at LPS6 are assigned a form tutor who is a specialist in one of their chosen subjects from the start of Year 12. This allows us to offer students weekly academic guidance as well as pre-assessment subject specific revision to support students to succeed.

Our Sixth Form assessment weeks, held each term, provide regular opportunities to track students' progress and offer additional targeted intervention where needed. Progress will be monitored against students' minimum target grades, and we hold regular Progress Review Meetings to discuss achievements, set new targets, and provide guidance. These meetings are conducted by form tutors, Heads of Year and the Head of Sixth Form.


We also have a dedicated Sixth Academic Mentor who can offer bespoke support sessions for students as part of our intervention programme.

Extended Project Qualification

LPGS6 offers a robust pastoral support system to ensure students receive the care and support they need during their time with us. We are committed to supporting both academic development and wellbeing. An experienced team of form tutors and Heads of Year play a key role in providing support, working closely with parents/carers and subject teachers to ensure students are happy and making good progress. We also have a dedicated Wellbeing Hub that offers extra support and guidance when needed and works closely with external agencies to offer wrap around care.




EXTENDED PROJECT QUALIFICATION




Unique standalone qualification offered to LPGS6 students, who achieve an APS of 7.0 or above designed to extend and develop students' skills in independent research and project management.


EPQ is held in the same importance as an A-Level subject, with LPGS providing:

- An extremely experienced and passionate EPQ co-ordinator
- Specialist subject tutor-assessors
- Dedicated teaching time within students' curriculum
- A fully resourced programme





excellent reasons for you to choose the EPQ:



- Freedom to carry out research in a subject you are passionate about.
- Opportunity to extend your abilities beyond the A-Level syllabus and/or chosen subject.
- Excellent way to demonstrate your interest and ability in a particular field of study.
- Great example of independent working, which can be mentioned in interviews, personal statements, CVs...
- EPQ carry UCAS points and helps you stand out from the crowd in university applications.
- Develop independent research and critical thinking skills needed at university or in your future career.

"I found the EPQ to be a valuable experience that allowed me to delve deeper into a topic that truly interested me. It was a chance to explore a subject that wasn't covered in my other classes and to develop critical thinking and research skills that have been useful in my university studies. It was also the most enjoyable A-Level that I took, as I had control of what I wanted to work on, which you don't get with other subjects which are assessed by exams and have a fixed syllabus."

LPGS6 EPQ student

Wellbeing support

LPGS6 offers a robust pastoral support system to ensure students receive the care and support they need during their time with us. We are committed to supporting both academic development and wellbeing. An experienced team of form tutors and Heads of Year play a key role in providing support, working closely with parents/carers and subject teachers to ensure students are happy and making good progress. We also have a dedicated Wellbeing Hub that offers extra support and guidance when needed and works closely with external agencies to offer wrap around care.

Assessment, Recording and Reporting

At key intervals throughout the curriculum, subject teachers will gather information about your child's progress. They do so through a variety of methods, both formative and summative, and record this information to track what students know and can do. We then share this information with students, parents, and staff. These steps help everyone involved in your child's education understand their attainment and progress and plan the next steps toward achieving individual goals. All assessment dates can be found in our school [calendar](#) which is available on the school website.

Assessment data definitions included reporting home

Target Grade (TG)

This is an individual estimate, with reference to the national dataset, based on a student's KS2/CATs results and how other students with similar prior attainment performed nationally in their GCSEs. It shows the grade which the student should be aiming to reach at the end of the course and is not an indication of current performance. Target grades are intended to be aspirational, motivating, and useful for establishing progress in a subject. The target grade is specified for each subject as a GCSE grade. For students studying non-GCSE courses, this is reported in a format appropriate to the qualification they are studying towards.

Current Attainment (CA) *(only used in KS4 and KS5 reports)*

This represents the level the teacher believes a student is currently working at. It is based on a student's recent formal assessment taking classwork, ongoing test(s) or assessment(s) into account. Therefore, students who missed their exam should still receive a grade. For subjects with no coursework it is likely that the examination and current grade will match. For current grades, we use a refinement whereby subgrades indicate how secure a student is within the grade boundary. An a indicates that the student is pushing towards the next higher grade. A b indicates a secure middle grade, and a c indicates that the student is currently at risk of dropping down to the grade below.

Maths Tier indicates which tier trial exam paper your child completed for Maths. H:Higher, M:Mixed, F:Foundation. *(only use in KS4 reports)*

Science Tier indicates which tier trial exam paper your child completed for Science. S:Synergy, T:Trilogy. *(only use in KS4 reports)*

Average Point Score (APS) *(only used in KS4 reports)*

The average grade calculated from the students best 8 subjects including English Language and Maths. This determines what level of course can be accessed in Key Stage 5. At LPGS this means;

- APS Score 7.0+: Eligible for 4 A Levels or 3 A Levels + EPQ (Extended Project Qualification) - not compulsory
- APS Score 5.3-6.9: Eligible for 3 A Levels
- APS Score 4.9-5.2: Eligible for 2 A Levels plus 1 Vocational Qualification
- APS Score 4.0-4.8: Eligible for Vocational Qualifications

P8 Score (Progress 8 Score) *(only used in KS4 reports)*

This is a comparison between your child's current attainment and their target grades. This is what the Department for Education use to calculate progress and they indicate the progress a student should make from the end of Primary to the end of Secondary School. A positive P8 score indicates they are exceeding their target grade and a negative P8 score indicates they have not yet reached it. We are aiming for all students to meet or exceed their target grades in their GCSE examinations.

UCAS Predicted Grade (UCAS) *(only used in KS5 reports)*

The grade that a student's school or college believes they will achieve in a qualification if they perform well.

Exam %

Percentage achieved in a formal assessment as identified in the Assessment Calendar

Exam Grade *(only used in KS4 and KS5 reports)*

The grade awarded by achieving within a percentage range. Subjects have calculated Exam Grades using the most recent set of exam board grade boundaries (Summer 2024 for the majority).

Year Median % *(KS3 only)*

The average grade achieved from the results of every student who sat that assessment.

Exam Median % (KS4 and KS5 only)

The average grade achieved from the results of every student who sat that assessment.

Attendance

Attendance and punctuality information covers the academic year to publishing date.

P and C points

Progress and Consequence points are reported for the term.

Commitment to Learning (C2L)

Alongside attainment data for each subject, students are issued with a Commitment to Learning (C2L) grade awarded by teachers for their approach to learning.

C2L is a 'best fit' grade. The grid below illustrates the guidance used when determining the grade.

	Exceptional 1	LPGS Standard (Good) 2	Requires Improvement if potential is to be reached 3	Current Commitment to Learning will result in significant underachievement 4
Behaviour for learning	I love learning and take part in all lesson activities – whole class activities, in a group, or on my own. I am absolutely focused in class and a consistently active participant.	I like to learn and take part in all lesson activities, in a group and on my own. I am absolutely focused on my learning when in class. I am an active participant in most tasks.	I usually participate in most activities. I am not always 100% focused for their entire lesson. I often display passive learning behaviours in class.	I rarely participate in some activities. I sometimes disrupt my own and others' learning.
Perseverance and Resilience	I enjoy practising my skills as this is how I get better.	I do practise my skills but I prefer to practise things I am already 'good at'.	I sometimes give up too easily.	I often give up too easily.
Asking and answering questions	I ask specific questions that will help me with my learning and always have a go at answering questions, whether I am sure about the answer or not.	I ask and answer questions about topics that I understand, and those I don't.	I sometimes ask/answer questions but usually about the part of a task I feel I can do.	I rarely ask or answer questions.
Challenge	I have a positive attitude towards making mistakes as I know I can learn from them and understand that is how I make progress.	I accept mistakes as temporary setbacks and usually try to apply what I have learned from a mistake.	I tend to see mistakes as failures rather than accepting and learning from them.	I rarely take on a challenge and avoid taking safe risks.
Feedback	I ask for and am motivated by feedback on my learning and use advice/targets given to take actions to improve it further.	I listen and respond positively to feedback and I will act on it to improve my learning.	I sometimes find it difficult to take on board feedback. I act upon feedback when prompted.	I always find it difficult to take on board feedback and act on it to improve my learning.
Readiness for learning	I am always prepared and punctual for learning without having to be prompted.	I am almost always prepared for learning.	I am usually prepared for learning: lacking exercise book, equipment etc.	I have often come to lessons unprepared to learn: lacking equipment etc.
Homework	I always complete homework on time and to the best of my ability and often go beyond the requirements of the task. I manage my time well.	I usually complete homework on time and to the best of my ability. I almost always manage my time.	Sometimes I forget my homework or do not complete it to the best of my ability.	I often forget my homework, do not complete homework or do not complete it to the best of my ability.

Staff List 2025/26

Teaching Staff

Senior Leadership Team		
Mr Steve Whittle	SWH	Headteacher
Mrs Emma Ashman-Clark	EAS	Deputy Headteacher Achievement and Standards
Mr Paul Seward	PS	Deputy Headteacher Behaviour and Culture
Miss Chloe Bush	CB	Assistant Headteacher Teaching and Learning
Mr James Chinery	JC	Assistant Headteacher SENDCO
Mr Bekim Dushku	BD	Assistant Headteacher Pastoral & Inclusion
Mrs Rachel Hurley	RHU	Assistant Headteacher & Designated Safeguarding Lead
Ms Siobhan Osborne	SOS	Assistant Headteacher Head of KS5
Ms Coral Sunman	CS	Assistant Headteacher Curriculum and Personal Development
Business Studies		
Mr Steve Molsher	SML	Head of Business
Mr Adam Hart	AHA	
Computer Science		
Mr Paul Brookes	PBR	Head of Computer Science, Whole School IT Development Lead
Ms Joanna Heaney	JHE	
Dance		
Miss Chloe Marcham	CMA	Head of Dance
Ms Rachel Azra	RAZ	Head of Year 9
Miss Hannah Findley	HFI	
Ms Helen Stanley	HST	Head of Faculty of Performing Arts
Mr Peter Beardsworth	PB	EAL Co-ordinator
Mrs Catherine Clarke	CC	
Economics		
Mr Anuj Mangal	AM	Teacher in charge of Economics
English		
Miss Jordan Walker	JW	Head of Faculty of English
Miss Saadia Ali	SAL	Lead Practitioner
Mr James Chinery	JC	Assistant Headteacher SENDCO
Miss Ella Deane	EDE	Assistant Head of Year KS3
Ms Matilda Feeney-Mellor	MFM	Teacher in charge of KS3 English
Mr David Frost	DF	
Ms Ruth Gilburt	RG	
Miss Laura Hood	LHO	
Miss Bethan Lewis	BL	
Miss Thrissa Mahanehru	TMH	
Mr Rory Matthews	RMT	
Mrs Rachel Morgan	RM	PT Head of Year 12
Miss Florence Rolston-Ashford	FR	
Ms Leyla Sakiroglu	LSA	2 in charge of English KS5
Mrs Alexandra Williams	AWL	Head of Year
Food Technology		
Mrs Arifa Honour	AHO	
Mrs Rachel Hurley	RHU	Assistant Headteacher & Designated Safeguarding Lead
Geography		
Ms Alys Hudson	AHU	Head of Geography
Mr James Acomb	JA	Head of Year 8
Miss Jessica Jones	JJO	
Ms Annabel Lunskey	ALU	

Mr David Maisey	DM	Head of Year 10
Health & Social Care		
Mrs Grace Babalola	GRA	KS5 Lead
Miss Melodi Boreland	MBO	
History		
Miss Emma Allen	EA	Head of History
Miss Riley Bennett	RBE	
Miss Evie Berks	EBR	
Miss Lucy Blackwell	LBA	
Ms Chloe Burridge	CBU	
Ms Agata Klawiter	AKL	Head of Faculty of Humanities
Law		
Mrs Cindy Murray-Smith	CMU	Head of Law
Mathematics		
Mrs Sarala Arivanantham	SAR	Head of Mathematics
Mr Gwynfor Bonsels	GB	KS3 Maths Lead
Mrs Hilary Harper	HH	
Ms Lesley Hine	LH	
Miss Sahra Ibrahim	SIB	
Mrs Ishil Karaman	IK	
Mrs Jayne Kourtaa	JK	Head of Key Stage 3
Mrs Ayo Lawal	ALA	
Miss Tierney McGovern	TM	Head of Year 8
Ms Mahnaz Sedghi	MS	
Mr Thomas Stewart	TST	
Miss Akaliyah Subodaran	ASU	
Mrs Alexandra Williams	AWL	Head of Year 7
Ms Caiwei Yu	CY	
Modern Foreign Languages		
Miss Francesca Artini	FA	Head of Faculty of MFL, Head of Spanish, Trust Curriculum Strategy Lead, Female Empowerment Champion
Ms Martha Heery	MHE	Head of French
Mr Fraser Davis	FD	Head of German
Miss Marina Mahiques Navarro	MMA	Interim Head of Spanish
Ms Maria Castan	MCA	
Mrs Tabitha Corley	TCR	
Ms Alice Dvorakova	ADV	
Mr David Frost	DF	Teacher of MFL and English
Miss Sandrine Galbert	SG	Head of Year 12
Miss Annabelle Heritage	AHE	
Ms Coral Sunman	CS	Assistant Headteacher Curriculum and Personal Development
Mr Steve Whittle	SWH	Headteacher
Music		
Miss Gemma Sheppard	GS	Head of Music
Mrs Louisa Brown	LBR	Head of Key Stage 4
Mr Richard Sizer	RSI	
Physical Education		
Miss Charlotte Harris	CHR	Head of Faculty of PE & Health, Head of PE
Ms Rachel Azra	RAZ	Head of Year 10
Miss Chloe Bush	CB	Assistant Headteacher
Miss Tierney McGovern	TM	Head of Year 8
Mr Rob Saunders	RSA	Head of KS3 PE

Miss Georgia Tyler	GT	
Politics		
Mr Alistair Farrow	AFA	Head of Politics
Psychology		
Mrs Claire Ximines	CX	Head of Psychology
Mrs Nothea Harris	NHR	
Mrs Danika Seare	DSE	
Religious Studies		
Mrs Sonia Heaton	SH	Head of Religious Studies
Miss Safia Riat	SRT	
Science		
Miss Veronica Parry	VP	Head of Faculty of Science, Curriculum Strategy Lead
Ms Emma Beach	EBE	Head of Biology
Mr Marcos Aimey	MAI	Head of Chemistry
Mr Robert Small	RS	Head of Physics
Mr Dayle Burnett	DBU	
Mr Horace Cardew	HCA	Vocational Sciences Lead
Ms Olivia Dear	OD	
Ms Liliana Derewnicka	LDE	
Mrs Emily Edey	EE	
Mrs Fiona Evans	FEV	
Miss Trevonne Hines	TH	
Ms Elizabeth Iluebbey	ELL	
Miss Rejwana Islam	RI	
Mr Alois Mashingaidze	RMA	
Miss Natasha McLean	NM	
Dr Sibonokuhle Ncube	SNC	
Mr Paul Seward	PS	Deputy Headteacher
Mrs Nikki Sims	NSI	
Ms Siobhan Osborne	SOS	Assistant Headteacher, Head of KS5
Ms Suzanne Wood	SWO	
Student Support/SpLD		
Mr James Chinery	JC	Assistant Headteacher, SENCO
Ms Laura Fenton	LF	Specialist Teacher of SpLD
Sociology		
Mrs Rebecca Ellinson	RE	Head of Sociology
Miss Alice Bainbridge	ABI	
Visual Arts		
Mr Ted Fox Joyce	EF	Head of Visual Arts Faculty & BTEC Quality Nominee & Vocational Verification, Curriculum Strategy Lead
Mrs Emma Ashman-Clark	EAS	Deputy Headteacher
Ms Rachel Chorley	RCH	PT Head of Year 12, EDI Lead
Miss Siobhan Fennessy	SFE	
Miss Nancy Frail	NF	
Ms Andrea Gayle	AYG	
Miss Rachael Holyhead	RHO	
Mrs Cara Keeble	CK	Second in Charge of Visual Arts
Miss Andrea Morris	AMO	
Miss Niamh O'Toole	NO	Teacher of Photography

Associate Staff

ADMINISTRATIVE, SECRETARIAL AND FINANCE STAFF		
Ms Linda Ball	LB	Curriculum & Resources Manager
Mrs Lucy Blackburn	LBL	Lead Receptionist
Mrs Meena Evans	MEV	Finance Manager
Mrs Marie-Claire Harari	MHA	Administrative Officer
Mrs Nikki Hasling	NHS	Headteacher's PA & Office Manager
Mr Ratheesh Karunaratnam	RKA	Reporting & Assessment Officer
Mrs Natalie Kendall	NKE	Receptionist (part time)
Mrs Juana Ortuno Mora	JOM	Admissions and Administrative Officer
Mrs Helen Partridge	HPA	HR & Payroll Manager
Mrs Zoe Rose	ZR	Attendance Officer
Ms Michaela Scott	MSC	Finance Officer
Mrs Alex White	AW	Admin & HR Assistant
Miss Amy Woods	AWO	Data, Assessment & Timetabling Lead
CAREERS		
Miss Wallis Day	WDA	Careers Advisor
Mrs Hayley Hayden	HHA	Careers Lead
COVER SUPERVISORS		
Mr Nigel Anderson	NA	Cover Supervisor & Guided Learning Mentor
Miss Sabrina Williams	SWI	Cover Supervisor & Guided Learning Mentor
DUKE OF EDINBURGH AWARD		
Ms Jane Laurence	JLA	Duke of Edinburgh Coordinator
Mr Nigel Anderson	NA	Duke of Edinburgh Assistant
EDUCATION WELFARE OFFICER		
Ms Jaclyn Burford	JBU	Education Welfare Officer
EXAMS		
Mrs Sarah McAleer	SMC	Examinations Officer
Mrs Helen Read	HRE	Exams Assistant
FOREIGN LANGUAGE AND EAL		
Mrs Isabelle De Maximy	ID	Foreign Language Assistant
Miss Raquel Fernandez de Diego	RFE	Foreign Language Assistant
Mrs Inge Mocanu	IM	Foreign Language Assistant
LIBRARY		
Mrs Susan Beynon	SB	Library Assistant
Mrs Jo Hall	JH	Librarian
LEARNING SUPPORT ASSISTANTS		
Mrs Angelica Basnyak	ABS	Learning Support Assistant
Ms Sharon Brown	SBR	Learning Support Assistant with Literacy Specialism
Ms Diki Chan	DCH	Learning Support Assistant
Mrs Liz Cordingley	EC	Lead Learning Support Assistant
Mrs Kirsty Cousins	KC	Learning Support Assistant
Ms Tracie Cox	TC	Learning Support Assistant
Miss Clarise Cunningham	CCU	Learning Support Assistant
Mrs Kate Desouza	KDE	Learning Support Assistant
Mrs Andrea Harper	AH	Learning Support Assistant
Miss Josephine Okafor	JO	Learning Support Assistant
Ms Iryna Porter	IPO	Learning Support Assistant
Mrs Jane Powell	JP	Learning Support Assistant
Mrs Katrina Stanford	KST	EAL Support Worker
Mrs Laure Wood	LWO	Learning Support Assistant

PASTORAL		
Mrs Marcia Forde	MFO	Senior Pastoral Manager
Mrs Jane Haslett	JHL	Cover and Pastoral Manager
Mrs Suzanne King	SK	Pastoral Manager
Mrs Cheryl Little	CL	Pastoral Manager
Mr Alex Littlechild	ALL	Assistant Safeguarding Officer
Mrs Alice Newland	ANE	Reflection Supervisor
Mrs Vicki Wise	VW	Pastoral Support Worker
SAFEGUARDING		
Mrs Rosie Mitchell	RMI	Safeguarding Officer
SEND		
Mrs Debbie Sweeney	DS	Assistant SENCo
Mrs Kerrie Watson	KWA	SEN Administrator
SITE SERVICES		
Mr Ivan Batista	IB	Site Assistant
Mr Carlos Cardoso	CCA	Site Assistant
Mr Gordon Cayless	GC	Site Assistant
Mr Alex Gunn	AGU	Site Manager
Mr Ray Gunn	RGU	Site Assistant
Mr David Margetts	DMA	Site Assistant
Mr Shaun Robertson	SRO	IMAT Estates Manager
SIXTH FORM SUPPORT		
Mrs Catherine Bligh	CBL	Sixth Form Supervisor/Administrator
Miss Zanté Johnson Hylton	ZJ	Sixth Form Academic Learning Mentor
Miss Myra McDonald	MMC	Sixth Form Supervisor/Administrator
Ms Alessia Papa	APA	Attendance Assistant
TECHNICIANS		
Miss Claire Bidgood	CBI	Performing Arts Technician
Mrs Sherri-Ann Chalmers	SCH	Science Technician
Mrs Sarah Hanrahan	SHA	Science Technician
Dr Nicola Hickley	NH	Lead Science Technician
Mr Steven Miller	SMI	Science Technician
Mr Michael Morris	MM	Science Technician
Mrs Emily Salmon	ES	Visual Arts Technician