



Sixth Form Handbook 2024-2025



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Registered Office

Langley Park School for Girls

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Article 29 (Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Welcome to Langley Park School for Girls

Headteacher's Welcome

Dear Families,

This handbook is designed to support the partnership between LPGS staff and the families of our students. There is a wealth of information on the website, but having key information in one place either online, or printed off at home, can be helpful. Please see the individual year group appendices for specific information.

LPGS is a wonderful school in which students develop into young adults, ready to make their way in the world. We are united with families in our goal of wanting to ensure that students are **happy**: now and in their futures, and able to embrace that life of choices and opportunities.

Yes, academic achievement is our core purpose and we're proud of our results but no less important is the development of characteristics and values that enable LPGS alumni to find contentment and fulfil their potential, effecting positive change. During these complex and challenging times, this is more important than ever!

We know that our high expectations are something that parents value about our school. The below is a summary of the answers to the question "What do you like best about the school?" from our family survey in June 2023:

A word cloud of feedback from the June 2023 family survey. The words are arranged in a roughly circular shape, with 'good school' being the largest and most central. Other prominent words include 'good communication', 'best for my child', 'staff are good', 'high expectations', 'high standards', 'Good reputation', 'good behaviour', 'good school', 'children', 'student support', 'Good results', 'enrichment', 'opportunities', 'good and disciplined', 'good teachers', 'daughter is happy', and 'teaching is very good'.

They contribute to the high esteem that the school is held in amongst our community and this in turn helps create positive opportunities for our students. Thank you for supporting the school in upholding these standards and appreciating that often processes and rules are in place to allow the focus to be on **learning** in a community of 1700 young people. Encouraging your child to take responsibility for their mistakes and learn from them is a vital part of our joint support for their preparation for adulthood.

I look forward to working alongside you all in 2024-25 and thank you in advance for your support.

Yours faithfully,

Mr S Whittle
Headteacher

July 2024

History of Langley Park School for Girls

The school itself opened on 28th September 1919 as Beckenham County School for Girls, with 153 students aged from 8 years, and 10 teachers. The first Headmistress was Miss E M Fox. A few years later, an association for ex-students was formed, called the Adremian Association.

The building at the school's first location (on Lennard Road, Beckenham) was completed in 1914. It was, however, used as a military hospital during World War I.

In 1945, the name of the school was changed to The County Grammar School for Girls, and in 1955 to Beckenham Grammar School for Girls. In 1959, the school moved to new buildings in a parkland setting, in Langley Park. The current name "Langley Park School for Girls" was adopted in 1968.

In 1976 the school went comprehensive. In 1996 it became a Technology College, and in 2000 it became part of the South East England Virtual Education Action Zone.

In July 2009, the school celebrated its 50th anniversary during the last week of school in the summer. This included music, dancing and a commemorative event - bringing the Olympic torch into the school.

On 1 August 2011, the school officially gained academy status.

Impact Multi Academy Trust

Our Trust formed on 1st 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). All seven 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 of seven schools, we could increase the opportunities available to our staff and to the children in our schools.

Impact Multi Academy Trust, consists of seven schools:

Clare House Primary School
Hayes School
Langley Park School for Girls
Ravens Wood School

Hawes Down Primary School
Langley Park School for Boys
Langley Park Primary 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.

Introductions

Sir Robin Boshier – Chair of Governors, Langley Park School for Girls

Sir Robin Boshier is now an independent school adviser and Ofsted inspector. He was the Ofsted Regional Director for the South East and National Director for Inspection Quality and Training as well as an HMI. Prior to this he was the Director of Education for the Harris Federation. During this time, he opened nine sponsored academies and several free schools.

A Headteacher for twenty-two years who during that time led five very different Primary schools. Lately the Executive Headteacher of the Federation between Fairlawn, Haseltine and Kilmore Schools in Lewisham. Fairlawn was deemed by Ofsted as 'outstanding' in every category.

Sir Robin was a National Leader of Education and Fairlawn was a National Support School and was designated as one of the first Teaching Schools in the country. Sir Robin was awarded the National College School System Leader of the Year award in 2010. He is an NPQH coach and worked on the NPQH programme for over ten years.

Sir Robin has worked as a DfE Adviser and he led the London Challenge Primary Programme as the Operational Director. He was Headteacher on the board of the DfE 'Achievement for All' steering board and was a member of the DfE Reference Group.

Sir Robin Boshier was knighted for services to education in the Queen's Diamond Jubilee Birthday honours, June 2012.

Sir Robin is an ex-LPGS parent and an ex-Headteacher of Clare House Primary School.

Sarah Lewis – Chief Executive Officer, Impact Multi Academy Trust

Sarah Lewis became Chief Executive of the then Langley Park Learning Trust in January 2021 before then becoming Chief Executive at the merged Impact Multi Academy Trust from September 2022. Prior to joining the Trust, Sarah was a senior civil servant at the Department for Education and before that she worked in local government education services.

Sarah is delighted to be leading a Trust comprised of schools with a shared educational ethos and is looking forward to supporting collaboration and the sharing of best practice in all areas. The strength of partnership and team working is core to the way we aim to work. This is all supported by a central team who work across the Trust, so that headteachers and teachers can focus on running great schools. It is vital to all of us in the Trust that we run schools that we would be delighted for our own children to attend.

Steve Whittle – Headteacher, Langley Park School for Girls

Steve joins LPGS as Headteacher in September 2024 having been Head of School at Hayes School since 2012 and Principal since 2016. He has worked with and supported other schools and new and aspiring headteachers across London. As a teacher of French and German, he is passionate about broadening students' horizons and the importance of opportunities and experiences in educating the whole child.

School Information

School Term and Holiday Dates

Autumn Term 2024	Monday 2 September – Friday 20 December
	Half Term: Monday 21 October – Friday 1 November
Spring Term 2025	Monday 6 January – Friday 4 April
	Half Term: Monday 17 February – Friday 21 February
Summer Term 2025	Tuesday 22 April – Wednesday 23 July
	Half Term: Monday 26 May – Friday 30 May

Inset Days

Monday 2 September and Tuesday 3 September

Monday 6 January 2025

Friday 4 July 2025

Timings of the Day

We operate a two-week timetable throughout the year, Week A and Week B. The week commencing 2nd September 2024 will be Week A.

8:30am – 9:05am	Registration and Tutor Time
9:05am – 10:05am	Period 1
10:05am – 11:05am	Period 2
11:05am – 11:25am	Break
11:25am -12:25pm	Period 3
12:25pm – 1:25pm	Period 4
1:25pm – 2:10pm	Lunch
2:10pm – 3:10pm	Period 5

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 same day late 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).

Staff List

NAME	STAFF CODE	TITLE
Mr Acomb	JA	Head of Year 8, Teacher of Geography
Mr Adriano	NAD	Teacher of Geography, EPQ Co-ordinator
Mr Aimey	MAI	Head of Chemistry
Mr Akpati	DAK	Teacher of English
Ms Ali	SAL	Lead Practitioner & Teacher of English
Ms Allen	EA	Head of History, Teacher of History & EPQ Supervisor
Mr Anderson	NA	Cover Supervisor & Guided Learning Mentor
Ms Artini	FA	Head of Spanish, Trust Curriculum Strategy Lead for MFL, Female Empowerment Champion
Mrs Ashman-Clark	EAS	Deputy Headteacher
Ms Awoberu	SAW	Assistant Headteacher, Behaviour and Inclusion
Ms Azra	RAZ	Head of Year 9, Teacher of PE and Dance
Ms Bainbridge	ABI	Teacher of Sociology
Ms Ball	LB	Curriculum & Resources Manager
Ms Basnyak	ABS	Learning Support Assistant
Mr Batista	IB	Site Assistant
Ms Beach	EBE	Head of Biology, Teacher of Science
Mr Beardsworth	PB	Teacher of Drama & EAL Co-ordinator
Ms Bennett	RBE	Teacher of History
Ms Berks	EBR	Teacher of History & Politics
Mrs Beynon	SB	Library Assistant
Ms Bidgood	CBI	Performing Arts Technician
Mrs Blackburn	LBL	Lead Receptionist
Ms Blackwell	LBA	Teacher of History
Mrs Bligh	CBL	Sixth Form Supervisor/Administrator
Mr Bonsels	GB	KS3 Maths Lead, Teacher of Maths
Ms Boreland	MBO	Teacher of Health and Social Care
Mr Brookes	PBR	Head of Computer Science, Teacher of Computer Science
Mrs Brown	LBR	Head of KS4 & Teacher of Music
Ms Brown	SBR	Learning Support Assistant with Literacy Specialism
Ms Bush	CB	Assistant Headteacher Teaching and Learning
Mr Burnett	DBU	Teacher of Science
Mr Cardew	HCA	Teacher of Physics, Vocational Sciences Lead
Mr Cardoso	CCA	Site Assistant
Ms Castan	MCA	Teacher of Spanish
Mr Cayless	GC	Site Assistant
Mrs Chalmers	SCH	Science Technician
Ms Chan	DCH	Learning Support Assistant
Mr Chinery	JC	Assistant Headteacher SENCO
Ms Chorley	RCH	Teacher of Art, Assistant Head of Year, EDI Lead
Mrs Clarke	CC	Teacher of Drama
Mrs Cordingley	EC	Assistant SENCO
Ms Crowe	SCO	Teacher of Art
Ms Cunningham	CCU	Learning Support Assistant
Mr Davis	FD	Head of Year 13, Teacher of German
Miss Day	WDA	Careers Advisor
Mrs De Maximy	ID	Foreign Language Assistant
Ms Deane	EDE	Teacher of English & Associate Head of Year KS4
Ms Derewnicka	LDE	Teacher of Science
Mrs Desouza	KDE	Learning Support Assistant
Mrs Edey	EE	Teacher of Science
Ms Ellinson	RE	Head of Sociology, Teacher of Sociology
Mrs Evans	FEV	Teacher of Science
Mrs Evans	MEV	Finance Manager
Mrs Edey	EE	Teacher of Science
Ms Ellinson	RE	Head of Sociology, Teacher of Sociology
Mrs Evans	FEV	Teacher of Science
Mrs Evans	MEV	Finance Manager

Mr Farrow	AFA	Head of Politics, Teacher of Politics
Ms Feeney-Mellor	MFM	Teacher of English
Ms Fennessy	SFE	Teacher of Media/Art
Mrs Fenton	LF	Specialist Teacher of SpLD
Ms Findley	HFI	Teacher of Dance
Ms Flynn	AFL	Head of French
Mrs Forde	MFO	Senior Pastoral Manager
Mr Fox Joyce	EF	Head of Visual Arts Faculty & BTEC Quality Nominee & Vocational Verification, Curriculum Strategy Lead
Ms Frail	NF	Teacher of Art (ECT)
Ms Francois	TFR	Sixth Form Supervisor/Administrator
Mr Frost	DF	Teacher of MFL and English
Ms Galbert	SG	Head of Year 12 & Teacher of MFL
Ms Gauld	IG	Foreign Language Assistant
Ms Gayle	AYG	Teacher of Art
Ms Gilbert	RG	English Teacher
Ms Glanville	LG	Teacher of Psychology
Ms Gough	KG	Teacher of Maths
Mr Gunn	AGU	Site Manager
Mr Gunn	RGU	Site Assistant
Mrs Hall	JH	Librarian
Mrs Hanrahan	SHA	Science Technician
Mrs Harari	MHA	Administrative Officer
Mrs Harper	AH	Learning Support Assistant
Mrs Harper	HH	Teacher of Maths
Ms Harris	CHR	Head of Faculty of PE & Health
Mr Hart	AHA	Teacher of Business Studies
Ms Haslett	HSL	Cover and Pastoral Manager
Mrs Hasling	NHS	Headteacher's PA & Office Manager
Mrs Hayden	HHA	Careers Lead
Ms Heaney	JHE	Teacher of Computer Science
Ms Heaton	SH	Head of Religious Studies
Ms Hickley	NH	Lead Science Technician
Mrs Hine	LH	Teacher of Maths
Ms Hines	TH	Teacher of Science
Ms Hood	LHO	Teacher of English
Ms Honour	AHO	Teacher of Food Technology
Ms Hudson	AHU	Head of Geography
Mrs Hurley	RHU	Assistant Headteacher & Designated Safeguarding Lead & Teacher of PE
Ms Iluebbey	ELL	Teacher of Biology
Ms Islam	RI	Teacher of Science
Mrs Karaman	IK	Teacher of Maths
Ms Karunaratnam	RKA	Reporting & Assessment Officer
Ms Keeble	CK	Second in Charge of Visual Arts, Teacher of Art & Textiles
Mrs Kendall	NKE	Receptionist

Mrs King	SK	Student Support Keyworker
Ms Klawiter	AKL	Head of Faculty of Humanities, Teacher of History
Ms Knight	MKN	Sixth Form Academic Support Tutor
Mrs Kourtaa	JK	Head of KS3, Teacher of Maths
Ms Laity	JLI	Assistant Headteacher & Teacher of English
Ms Laurence	JLA	Learning Support Assistant
Ms Lawal	ALA	Teacher of Maths
Mrs Little	CL	KS3 Pastoral Manager
Mr Littlechild	ALL	Assistant Safeguarding Officer
Ms Lunskey	ALU	Teacher of Geography (ECT)
Ms Mahiques Navarro	MMA	Teacher of Spanish & Remote Learning Champion
Mr Maisey	DM	Head of Year 10 + Teacher of Geography
Ms Marcham	CMA	Head of Dance
Mr Margetts	DMA	Site Assistant

Mrs McAleer	SMC	Examinations Officer
Miss McGovern	TM	Head of Year 7 & Teacher of P.E.
Mrs McLean	NM	Teacher of Science
Mr Miller	SMI	Science Technician
Mrs Mitchell	RMI	Safeguarding Officer
Ms Mocanu	IM	Foreign Language Assistant
Ms Mohamed	IMH	Teacher of English
Miss Moore	SMO	Head of Year 11 & Teacher of PE
Mrs Morgan	RM	Teacher of English and PT Head of Year 13
Ms Morris	AMO	Teacher of Art
Mr Morris	MM	Science Technician
Mrs Murray-Smith	CMU	Head of Law
Ms Ncube	SNC	Teacher of Science
Ms Newland	ANE	Reflection Supervisor
Mrs Olomo	KO	Teacher in charge of Business Studies
Mrs Ortuno Mora	JOM	Admissions and Administrative Officer
Mr Osborne	SOS	Assistant Headteacher Head of KS5
Ms O'Toole	NO	Teacher of Photography & Creative Drama
Mrs Papa	APA	Attendance Assistant
Ms Parry	VP	Head of Faculty of Science, Teacher of Chemistry & Curriculum Strategy Lead
Mrs Partridge	HPA	HR & Payroll Manager
Mrs Powell	JP	Learning Support Assistant (part time)
Mr Robertson	SRO	IMAT Estates Manager
Ms Rolston-Ashford	FR	Teacher of English
Mrs Rose	ZR	Attendance Officer
Ms Sakiroglu	LSA	2 in charge of English, Teacher of English
Mrs Salmon	ES	Visual Arts Technician
Mr Saunders	RSA	Teacher of PE
Ms Scott	ASC	Teacher of Health & Social Care
Mrs Seare	DSE	Teacher of Psychology (maternity leave)
Mrs Sedghi	MS	Teacher of Mathematics
Ms Severns	ASE	Head of Faculty of Maths and Computing
Mr Seward	PS	Deputy Headteacher & Teacher of Science
Miss Sheppard	GS	Head of Music
Ms Sims	NSI	Teacher of Science
Mr Sinclair	DSI	Learning Support Assistant
Mr Sizer	RSI	Teacher of Music
Mr Small	RS	Head of Physics
Mrs Stanford	KST	EAL Support Worker
Ms Stanley	HST	Head of Faculty of Performing Arts
Ms Stavrou	BS	Head of Faculty of MFL + Head of German
Mr Stewart	TST	Teacher of Maths
Ms Subodaran	ASU	Teacher of Maths
Ms Sunman	CS	Assistant Headteacher + Teacher of German
Mrs Sweeney	DS	Assistant SENCo
Ms Tabakova	TT	Finance Officer
Ms Tunney	JTU	Cover Supervisor and Guided Learning Mentor
Ms Tyler	GT	Teacher of PE
Ms Walker	JW	Head of English Faculty & Teacher of English
Mrs Williams	AWL	Teacher of Maths and English KS3
Ms Williams	SWI	Cover Supervisor & Guided Learning Mentor
Ms Wilson	AWI	Teacher in Charge of Economics
Mr Whittle	SWH	Headteacher
Ms Wood	LWO	Learning Support Assistant
Ms Woods	AWO	Data, Assessment & Timetabling Lead
Mrs Ximines	CX	Head of Psychology & Teacher of Biology (part time)

General Information

sQuid

Langley Park School for Girls operates a cashless system for which all students use an ID card. There are no overdraft facilities with this system, so students must learn to be responsible. All money should be credited onto sQuid accounts online using a credit or debit card. All payments to the school, including lunch money, printing, trips and other purchases, should be made using sQuid.

We will provide a separate letter with log-in details for sQuid when your child joins the school, this will not change once it is set up.

Cashless catering reduces the problems of students carrying cash within the school environment and encourages healthy eating.

Payments can be made by online at www.secure.sQuidcard.com.

From September 2024, a main meal and dessert will be £2.70. An average daily spend is approximately £7.00 per day.

A cashless system enables those who are entitled to a free school meals allowance to be in receipt of this without others knowing this.

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 FSM allowance at break time, it will not be available for lunch. Parents/carers can top up the credit via sQuid for any additional food requirements as food may be purchased during any of the service times. Sixth Form students in receipt of the Bursary Fund can request that funds are added to their sQuid account directly from their Bursary allowance. Please note that this can take a little while and is not instant.

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 sQuid.

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

Free School Meals

We are anxious to ensure that parents/carers who qualify for free school meals for their child make a claim in good time for the start of the new academic year. Accurate information regarding this is also required by us so that we can submit accurate returns to the DCSF, to Ofsted and to the London Borough of Bromley - the Local Authority. The information is used by these bodies to create a picture of our school population and this in turn affects their judgement of our results and our effectiveness.

It also affects the school budget in that we receive more funding for the higher the percentage of free school meals we can securely identify amongst our students. This enables us to offer financial assistance for trips and other school resources for those families in financial difficulty.

Please be assured that the free school meal grant is confidential and the money would be credited daily directly onto your child's card. There are no special arrangements for collection of grants or paying for items in the school canteen.

Eligibility

The first qualification for free school meals is that the children who live with you are full time school students attending a Local Authority maintained school in Bromley – such as Langley Park School for Girls (it does not matter if your family home is out of the Bromley borough – it is the school address that counts).

Your children who live with you are entitled to free school meals if you are in receipt of:

- Income Support
- Income Based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit (providing you are not entitled to Working Tax Credit), with a gross annual household income of no more than £16,190 (as assessed by HMRC)
- Guaranteed Element of State Pension Credit
- Support under part 6 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 and not including any other benefits you receive)

How to apply

If you are in receipt of any of the above and have not already applied for free school meals for your child, please contact Pupil Benefits at the London Borough of Bromley on 020 8313 4127 (Tuesday to Thursday) to request an application form. You can also apply online at www.bromley.gov.uk - Apply for it — Free school meals/Pupil Premium Payment. Once completed, this form should be returned to the address shown on the form.

Please note that if you do not live in the London Borough of Bromley and your child received free school meals in their previous school, you will need to bring in a letter from your local authority to confirm that your child is still eligible and we will make the arrangements for your child to receive free school meals.

If you need any support with this, please contact lpgsfinance@lpgs.bromley.sch.uk.

The 16 to 19 Bursary Fund

The 16-19 Bursary Fund provides financial support to help students overcome specific financial barriers to participation they face so they can remain in post-16 education. The bursary can help students buy items such as:

- Books, resources or other equipment used for the individual programme of study
- Field trips, educational visits or specific enrichment activities relating to the programme of study
- Stationery
- Clothing or footwear in line with the Sixth Form dress code
- Electronic devices required for study
- Food on days you are at school
- UCAS or employment application
- Essential travel (where the use of oyster is not accepted)
- Attending industry placements, university interviews and open days

Students can, once their Bursary application is approved, request that the school purchase items for them, request reimbursement for items they purchased (with receipts uploaded) or a combination of both.

Students will be eligible to apply for some financial support if they are:

- in care
- a care leaver
- receiving Income Support (IS), or Universal Credit (UC) because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them such as a child or partner
- receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIP) in their own right as well as Employment and Support Allowance (ESA) or UC in their own right
- in a family household with an income of less than £25,000
- in a family household with an income of over £25,000 however special circumstances have been identified

The dates for submission of applications and requests will be made available to the students at the start of the year. Please note that to be eligible for the bursary, students must be punctual to lessons and have high attendance with no unauthorised absences. You must also meet the expectations of the LPGS school community.

If you do qualify, you will need to provide and upload receipts of appropriate expenditure onto the online platform to receive payment directly to your bank account via BACS.

Failure to provide the evidence of appropriate expenditure within the deadlines set will result in payment not being made.

Please contact the Sixth Form Administrators,

Mrs Bligh at cbl@lpgs.bromley.sch.uk or Ms Francois at tfr@lpgs.bromley.sch.uk with any queries.

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).

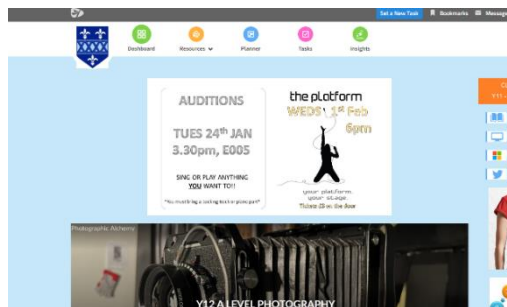
Firefly

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: www.lpgs.bromley.sch.uk/494/lpgs-cloud-services 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 helpdesk@lplt.org.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 a 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.

We run several Instagram accounts which are very popular with students. The main school account is [@lpgs_official](https://www.instagram.com/lpgs_official). Departments often run their own themed account that shares information about their subject. Instagram allows us to share pictures of what is happening in and around school in a more informal way. As with our social media accounts above we will not use students' full names here.

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>.

The school works hard to identify who it is linked with and for their own privacy we will not 'friend' or 'follow' student accounts. Please note you do not need an account to check any of the above websites.



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/

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

Sixth Form (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 & Attendance	Learning & Teaching	Curriculum	SENCO	Behaviour
Ms S Osborne	Mrs R Hurley	Miss C Bush	Mrs C Sunman	Mr J Chinery	Ms S Awoberu

Head of Key Stage 3			Head of Key Stage 4			
Mrs J Kourtaa			Mrs L Brown			
Heads of Year						
Year 7	Year	Year 9	Year 10	Year 11	Year 12	Year 13
Miss T McGovern	Mr J Acomb	Miss R Azra	Mr D Maisey	Ms S Moore	Ms S Galbert	Mr F Davis
Assistant Head of Year KS3			Assistant Head of Year KS4		Assistant Head of Year KS5	
Ms A Scott			Ms E Deane		Ms R Chorley	
Key Stage 3 Pastoral Manager			Key Stage 4 Keyworker		Senior Pastoral Manager	
Mrs C Little			Mrs S King		Mrs M Forde	

Sixth Form Admin Team

UCAS Administrator	Bursary & Communications	Senior Pastoral Manager & Safeguarding Officer
Mrs Bligh	Ms Francois	Mrs Forde
Attendance & Detentions		
Ms Papa		

The Head of Key Stages are responsible for the teams of Form Tutors and Heads of Years and deal with the main developments and decisions in each year group.

The Form Tutors have a key role in organising their Tutor Group. They are the first point of contact between students and parents/carers, and check student planners once a week (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 enjoy 35 minutes each morning with their Form Tutors following a variety of activities that include:

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

Help, Guidance and Advice for Students

Any student with worries that may be causing them difficulties in focusing on their academic work, whether these be emotional or practical, can contact the relevant Keyworkers through their Tutor, the Head of Year or directly by e-mail or through Student Support. Parents/Carers can also make contact in the same way. Students' and parents'/carers' concerns are treated as private by the Pastoral Team. In addition, Mrs Hurley 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. 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 Student Support Centre that houses our team of non-teaching staff that includes a Medical Officer, Attendance Officer, Safeguarding Officer, Education Welfare Officer, Senior Pastoral Manager and a team of Pastoral Managers

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?

Safeguarding and Inclusion

In order to ensure that we deliver against our values and to comply with the statutory guidance of September 2019, we will 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 must 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 the school email – info@lpgs.bromley.sch.uk.

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

Inclusion Team

The role of the Inclusion 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 and to work collaboratively to ensure the wellbeing and progress of vulnerable students.

Support for students with learning needs takes 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).

Contact: Mrs R Hurley Assistant Headteacher, Designated Safeguarding Lead
Mr J Chinery Assistant Headteacher SENCO

Student Leadership

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

Head Prefects					
Melanie M & Jeremiah A					
Deputy Head Prefects					
Grace S		Freddie N	Ida B	Nia A-N	
Team Leaders					
Ela K	Sarah D	Katie-Linh K	Naomi M	Harry S	Jay W-W
<i>Sixth Form Support/Events</i>	<i>Enrichment: Clubs & societies</i>	<i>EDI</i>	<i>Female Empowerment</i>	<i>Student Voice</i>	<i>Careers Ambassadors</i>
Cecila O	Lucy F	Fantah J	Zahra O	Savannah P	Natalie J
Chloe A	Katie B	Marlon K	Alex H	Naomi I	Emefa A
Tiffany C	Amy A	Morayo F	Ava-Lily M	Mirabel O	Rosie G
Princess M	Annabel A	Shazarrell N	Charlotte S	Cyshelle M	Divine E
Ella M	Abi S	Chelsea A	Leo S	Ella N	Kimberley L

Post-18 Destinations Support

Post-18

At LPGS, we want our students to have the best possible chance of a fulfilling and rewarding future career and are therefore, keen to make sure that they are fully aware of the different options open to them when they leave School.

Our dedicated Careers Team works alongside our UCAS programme to ensure that all students and parents are fully informed, with up-to-date information and key opportunities, that will enable them to make the best decisions and preparations for their future.

Students will, over the course of their time in Sixth Form:

- Complete a research project as part of the pastoral curriculum to ensure meaning research and work experience is complete in advance of applications.
- Access one-to-one support from a Personal Statement Advisor throughout June and July.
- Have the opportunity to attend an evening to gather advice concerning Student Finance, GAP Year information and Apprenticeships.
- Participate in a PSHCE programme addressing topics such as budgeting for university and living independently away from home.
- Be allocated their Form Tutor, a UCAS Advisor and a Head of Year who will provide individualised support for their UCAS application.

- Be granted opportunities to visit university Open Days or employment fairs including a Year 12 visit to the UCAS Exhibition during the Spring Term.
- Have access to advice from former LPGS students who are currently studying a range of undergraduate courses at leading universities and colleges or employed in specific fields.

Oxbridge and Medics programme

Tailored towards all aspiring Oxbridge, Medicine, Dentistry and Veterinary (MDV) students, all involved parties receive support from the Head of Year, both University and LPGS Alumni and admissions staff from one of the Oxbridge colleges. This support and advice includes: personal statement writing, mock interview practice including MMI (multiple mini interviews), entrance test preparation for the UCAT/BMAT, work experience, summer school applications, college choices and visits.

Students who have successfully applied for the Sixth Form Bursary can claim back any fees spent on these exams or books etc. used in preparation via their Bursary account.

Communicating with the School

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	Phone 020 8639 5230 or email attendance@lpgs.bromley.sch.uk
Concerns about behaviour	The Form Tutor or Head of Year	We hope that the student would be able to speak to somebody in school directly. Otherwise please phone or email.
Concerns about your child's progressing a particular subject	Subject teacher and Head of Subject	E-mail
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
A complaint about a member of staff	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
Concerns about friendship issues	Form Tutor	E-mail 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.	Firefly
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 usually 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 (i.e. new address/phone number)	School Office	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

Please note that teaching staff teach throughout the school day and that staff are not expected to answer emails outside of working hours. In line with our trust [Parent Engagement policy](#), we aim to reply within 3 working days. If your query is related to an urgent concern or safeguarding matter, please contact the school reception or email info@lpgs.bromley.sch.uk.

Stronger Together: Families and School supporting Students

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

- Set aside some time each week to talk about what is going on at Langley Park School for Girls.
- Attend the Progress Evenings to meet Form Tutor/class teachers and subject staff and talk about the student's progress.
- Join the LPGS PTA and meet other parents/carers. The PTA raises money for the extras that Government funding does not cover.
- Make sure the students have the proper equipment especially a suitable backpack for carrying books etc, without them getting dog-eared.
- Sixth Form students only 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. Between **8.00am and 3.10pm** they are not to be seen or heard unless the teacher explicitly allows them to be used for legitimate learning tasks. **Mobile phones as well as headphones and earphones/buds should not be seen or heard anywhere else on the school site apart from in the Sixth Form common rooms.** Mobile phones used in breach of this rule will be confiscated in line with the confiscation policy.
- Encourage students to develop an awareness of current affairs by reading a newspaper or watching the news.
- Make sure students have a quiet place to study, and that they get into the habit of doing their homework regularly before watching television or going out.
- Ensure students get a good night's sleep.
- Check on homework regularly to see that it is all being done, and which parts deserve praise, or are causing problems.
- Do not allow students to be late or absent without good reason - frequent days off will affect their performance and may lead to bad habits later on. Attendance falling below 96% has a huge impact on their progress and attainment and can affect their social relationships.
- Sometimes it will be necessary to correct students' behaviour and we hope that you will support the school. We undertake to give students every possible chance to improve, and to treat everyone fairly, understanding that this is necessary for the calm and productive running of the school. Please support the school when discussing any sanctions with your child.
- Check that the uniform is correct and smart. Time spent dealing with uniform infringements is valuable teaching time wasted.
- Smart/Apple watches (or similar) are not allowed to be worn in school.
- If there are any factors which may affect your child's performance or wellbeing, please do let us know. We will treat all confidences with discretion and sensitivity.

Code of Conduct

Conduct, behaviour and learning at Langley Park School for Girls is excellent. Everyone has a role to play in ensuring that LPGA is a happy and productive learning environment.

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

LPGA is intolerant of bad language or behaviour that is disrespectful, prejudicial or discriminating.

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.

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. Chewing gum is not allowed anywhere in Langley Park School for Girls.

Langley Park School for Girls is a non-smoking area. It is unacceptable for students to smoke/vape whilst in uniform or be in possession of smoking or vaping paraphernalia on site. **This applies to all students including Sixth Formers.**

Good social behaviour is encouraged by the students moving round the buildings quietly, keeping to the left in the corridors and on the stairs, 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.

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. There are warning pips at 8.25, 11.20 and 2.05. There are also pips to mark the transition between lessons.

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

Behaviour for Learning Procedures

The Langley Park School for Girls' philosophy is to encourage a high level of motivation and self-discipline in the 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 the [Key Information](#) section of our website.

Some of the Langley Park School for Girls' rewards and sanctions are listed on the following page. These are recorded on Bromcom. For some sanctions, parents/carers will be informed by letter, telephone or e-mail.

Progress Points

These will be given for particularly good work, for putting in a lot of effort, maintaining a high standard of work, or for service to our learning community on a sliding tariff. When progress points are awarded parents/carers receive an e-mail notification.

Progress points are given to students in two categories:

- Students who work hard, achieve well, contribute actively in class, improve their rate of progress or show excellent commitment to learning receive curriculum progress points.
- Students who contribute to the school or wider community receive community progress points.

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.
- Visits and trips.
- Articles in parent/carer letters or the newsletter.

Consequence Points

These are given to students who show a failure to comply with our expectations, and for behaviour that warrants a consequence or follow up. Types of behaviour can be seen in the Rewards and Behaviour Tariff.

Sanctions for Sixth Form

Details of sanctions can be found in the Behaviour for Learning 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 – for more information see the behaviour tariff</i>
Key Stage 5 students only C1 Next day – 1.45-2.00pm C2 Next day – 1.45-2.30pm C3 Fridays – 1.45-3.10pm	All detentions issued to KS5 students will begin at 1.45pm

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.

If a student continues to show disregard for the Langley Park School for Girls' Code of Conduct then it may be necessary to consider exclusion from lessons.

Those students who fail to make the necessary improvements to their conduct may be subject to a Pastoral Support Plan. Ultimately this may result in them losing their place at Langley Park School for Girls.

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.

This can include: time in our Reflection Room, time in the inclusion space at another school (sometimes called an Offsite direction), fixed term suspension or in the most serious of cases, permanent exclusion.

Students are given an exclusion in response to infringements of the Langley Park School for Girls' Code of Conduct. The function of the exclusion is for the students to reflect upon their behaviour and to work towards improvement. The main focus is to consistently look for resolution to problems of conforming to expected norms of behaviour. It is one strategy to be used within the whole range of interventions and support within the Langley Park School for Girls welfare and pastoral structure. The decision to exclude a student is never taken lightly.

Students who display extreme behaviour or show persistent defiance could be placed in our Reflection Room as an opportunity to reflect on their behaviour and/or prevent any further disruption. Behaviours at this level are linked to

C4 Consequence points and examples are seen in the following Rewards and Behaviour Tariff.

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.

On occasion, students will be asked to spend time in the inclusion space at another school – normally one of the secondary schools in our trust. This is sometimes called an Offsite direction and can be used as an alternative to suspension if there are wellbeing concerns for students or as a measure to prevent suspensions.

Students may be given a suspension in response to infringements of the Langley Park School for Girls' Code of Conduct. The function of the exclusion is for the students to reflect upon their behaviour and to work towards improvement. The main focus is to consistently look for resolution to problems of conforming to expected norms of behaviour. It is one strategy to be used within the whole range of interventions and support within the Langley Park School for Girls welfare and pastoral structure. The decision to exclude a student is never taken lightly.

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.

Suspension: This occurs when a student has to be removed from the school. This is a serious sanction and following an exclusion parents/carers are asked to come in to the school with the student for a Reintegration Meeting to discuss further strategies.

Permanent Exclusion: This occurs in exceptional circumstances at the discretion of the Headteacher.

	Consequence Points			Progress Points		
	SIMS LOG	Possible consequence issued	Types of behaviours*	SIMS LOG	Contribution to Wider Curriculum	Contribution to the School Community
1 Point	C1	Minor Infringement – all staff / SIMS (3:30 Centralised DET)	Not listening Lack of equipment / HWK Lateness Distracting others Insufficient effort Breaking uniform + mobile phone rules Minor inappropriate behaviour, compliant once challenged	P1	Active participation in the lesson Excellent Home Learning Successful collaboration Outstanding classwork Excellent use of LPGS planner Improvement in effort Resilience/Resourcefulness/ Reflection/Reciprocity	Act of kindness or helpfulness Effective participation in enrichment activity
3 Points	C2	Serious Infringement – all staff / SIMS (4.00 Centralised DET)	Inappropriate language Inappropriate behaviour Refusal to follow request Missed C1 detention Persistent behaviour from previous column	P2	Mastery Mindset in action Showing independence and resilience during L.I.T.	A contribution to the community Hosting visitors to the school Interview panel Prefect lunch duties
10 Points	C3	Persistent Defiance Head of Faculty/Year/Key Stage (4:30 SLT Friday DET)	Lack of respect to staff / defiance Lack of respect to other students Failure to attend teacher / tutor detention Failure to attend GL Missed C2 detention Walking out of a lesson without permission Persistent behaviour from previous column	P3	Significant role on PSHCE Day Internal Sports Tournament winners / runners up Internal competition winners / runners up Concert/production participation Average C2L of 1 on report	School Council Representative Supporting Parents' Evening Supporting Open Day / Evening Presentation to peers (Inc. assembly) Regular support of peers (e.g. mentoring)
15 Points	C4	Major Infringement HT / DHT / AHT / HKS (SLT DET/ Inclusion /Offsite Direction/ Restorative Justice)	Physical abuse / Fighting Persistent bullying Theft / Vandalism Missed C3 detention Truancy Persistent behaviour from previous column	P4	Participation in external sports tournament/competition Participation in external Dance, Drama, Music Performance Voluntary work Award in achievement assembly	Significant contribution to community or social action Presentation to SLT / Governors
25 Points	C5	Major Infringement HT / DHT / AHT (FTS / PEX / MM / PSP)	Abusive behaviour towards staff Dangerous behaviour including possession of weapon Prejudice based behaviour Possession of illegal or harmful substances	P5	Presentation to Parents Head Teacher's Award	Leading others in community or social action Presentation to Governors

Commitment To Learning

Each term students are issued with a Commitment to Learning (C2L) report with grades awarded by teachers for their approach to learning.

Students are given one grade for each subject. It is a best fit grade.

The gride below shows the guidance use 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.

Home – School Agreement

A copy of the Home-School Agreement is shown below.

LPGS Home-School Agreement

	As a School we will...	As Parents/Carers I/we will...	As a student I will...
Standards	Set high expectations for every student's academic progress.	Encourage my child to reach their full potential in order to achieve their best possible life outcomes.	Try my hardest in all areas of the curriculum
Safeguarding	Provide a safe, supportive and caring environment. Ensuring the safeguarding is at the forefront of our practice.	Read the school's safeguarding policy on the school website and communicate any concerns to the safeguarding team (info@lpgs.bromley.sch.uk)	Speak to an adult about any concerns I have about my or another students' safety
Wellbeing	Recognise the importance of wellbeing and the role it plays in supporting learning and personal development.	Communicate to the school any concerns that I have about my child that may affect their wellbeing and/or mental/physical health.	Understand how the 5 ways to support my wellbeing and personal development. <i>1. Connect 2. Be active 3. Take notice 4. Keep learning 5. Give</i> Recognise the role I can have in others' wellbeing through being kind.
Attendance	Monitor and track attendance and punctuality daily and raise concerns through robust systems and procedures.	Make sure my child attends school and is on time. Notify the school if my child will be absent and make effort for medical appointments out of school hours. Avoid term time holidays and acknowledge that these would be unauthorised.	Arrive at school and lessons every day on time and be ready to learn with all the required equipment and a positive mindset.
Behaviour	Promote high standards of behaviour and outline clear expectations associated with excellent behaviour for learning.	Read the school's Behaviour Policy and support this to ensure that my child maintains a consistently high standard of behaviour.	Understand and follow the school rules.

Signed:

..... School

.....Parent/Carer

.....Student

The School Day

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.

School Reception and Security

Please ensure you make an appointment should you wish to see a member of teaching staff, as it is unlikely that you will be able to be seen without one. Reception is your first point of contact when visiting the school. All visitors must sign in and are required to wear a lanyard and visitor's badge issued from Reception.

Sixth Form students enter through Reception and **must tap in and out with their ID card at all times.**

Lateness to School

Should it be necessary for your child to come to school late they should sign in at the Late Gate and then go to their lesson. If for any reason a student is late to school, they will need to bring a note. If students are late to school after 8.45am, an automatic C2 detention will be issued for the following day they will need to bring a note and show this at the Late Gate. Lateness without a valid reason will result in a detention between 1.45 and 2.30pm the following day, unless you have a P5 Lesson, in which you will have to make up the time lost the following day.

Sixth Form students should still tap in and then sign in at the Late Gate.

Conduct About the Buildings

We wish to encourage general orderliness in school and therefore expect your child to keep to the left in corridors and stairs and not to run. Where one-way systems exist, these are to be followed at all times.

Lunchtime Arrangements

Your child may either bring a packed lunch from home or purchase a school lunch from the canteen, DALO or Sixth Form Base, should they wish to remain on site. Sixth Form students are allowed to leave site at lunchtime but should ensure that they return on time for any afternoon lessons that they may have.

Canteen

Innovate Catering provide our break and lunch services. A wide variety of choices are available for all dietary needs.

We cannot guarantee that we are a nut free zone, but we would ask that you do not allow your child to bring any nut based food onto the premises. We do have some students who are extremely allergic. Innovate provide a breakfast service, with free porridge, from 7.50-8.20am and an afternoon service after school until 3.40pm.

Cash

We operate a cashless school for security purposes, which means you know that dinner money is being spent on appropriate food choices. It also means that no-one has any way of knowing who is in receipt of free school meals. Students may load funds onto their sQuid account which will be linked to their student ID cards which can then be used to pay for lunches.

Timetable

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

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. This includes the school laptops which are available to Sixth Form students and must be returned to the sixth form offices daily. **They are not available for overnight use.**

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.

Mobile Phones

Sixth Form students only 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. Between **8.00am and 3.10pm** they are not to be seen or heard unless the teacher explicitly allows them to be used for legitimate learning tasks. **Mobile phones as well as headphones and earphones/buds should not be seen or heard anywhere else on the school site apart from in the Sixth Form common rooms.** Mobile phones used in breach of this rule will be confiscated in line with the confiscation policy.

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 who they are interacting with online is essential but challenging. We cover internet safety frequently, but it is never something we can be complacent about.

Transportation to 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. We would ask that those who do cycle to wear reflective clothing/bands and a helmet.

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.

PE Fixtures

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 will be required to complete a consent form either via Evolve or Firefly.

Lockers

Sixth Form students can have use of a locker in school. These can be hired for a deposit of £5 which will be returned to the students when they leave the Sixth Form.

Absence From School

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

All absences should be notified. Please e-mail attendance@lpgs.bromley.sch.uk on the morning of absence before 8.30am. If necessary, you can speak directly to the Attendance Officer from 8.00am. The reporting line (answer phone) is available 24 hours a day, 020 8639 5230. **Please notify us every day of an absence.**

We ask that wherever possible, medical and dental appointments are made out of school hours. Advance notification of this absence can also be left on the absence line or e-mailed directly to the Attendance Officer via the above address.

Please do not take holidays during term time as these will **not** be authorised.

We work closely with our Education Welfare Officer (EWO) over the matter of absence after day one – a telephone call/e-mail will save any embarrassment for all concerned.

Students who have unauthorised attendance below 90% could be called to a termly Attendance Panel. If attendance targets are not achieved, then this could result in a Fixed Penalty Notice being issued and potentially further prosecution.

Should your child be absent from school without notification to the absence line/via e-mail 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 Admissions Office.

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](#) which was updated in July 2023 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 and therefore should have 1 tablet (paracetamol or ibuprofen) in their possession. Students in Year 8-13 may have 2 tablets in their possession. **They must not give tablets to other students** and parents should have signed their planner (year 7 to 11) 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.

Holidays in Term Time

Please do not arrange holidays during term time. This disrupts learning and undermines student progress. Since 2009 the Government has urged schools to avoid granting leave to students during term time.

As you can imagine, to allow any student even a day to travel sets a precedent. We are keenly aware of the relationship between attendance and achievement. For this reason, and to be fair to all concerned, we will not authorise leave during term time. Please note that authorised absence will still have a detrimental impact on your child's overall percentage figure. To request exceptional leave for the headteacher's consideration please complete the absence request form on our [website](#) and return to our Attendance Officer, attendance@lpgs.bromley.sch.uk.

Is My Child Too Ill for School?

It can be tricky deciding whether or not to keep your child off school when they are unwell, but there are government guidelines for schools that say when children should be kept off school and when they shouldn't.

If your child is well enough to go come to school but has an infection that could be passed on, such as a cold sore or headlice, let their Form Tutor know.

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 is 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](#).

Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

Coughs and colds

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

COVID-19

Students with symptoms of COVID-19 should stay at home and avoid contact with others while they have a high temperature and do not feel well enough to attend school.

Ear infection

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

Fever

If your child has a fever, keep them off school until the [fever](#) 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 is 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 is no need to keep your child off school if they have head lice.

Impetigo

If your child has [impetigo](#), they will need antibiotic treatment from the GP.

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 towels, cups and so on with other children at school.

Sixth Form Dress Code

Sixth Form students are role models for our school community. As such, they are expected to dress smartly. All Sixth Form Students are issued with an ID pass and a lanyard, which they must wear at all times. The dress code link: <http://www.lpgs.bromley.sch.uk/498/dress-code>

- Conventional suit, shirt and tie
 - Tailored blazer
- Tailored trousers, skirt or dress. **The skirt or dress should be no higher than 3" above the knee.**
- A conventional blouse or shirt
- A fine knit jumper
- Plain leather shoes, capable of being polished.

Unacceptable items:

- Jeans or trousers with pockets on the back that look like jeans or combat trousers
- Jeggings or leggings
- Corduroy or denim material in any colour
- Shorts or skorts
- Leather trousers
- Hoodies
- T-shirts
- Logos
- Strapless tops, sheer or low cut clothing that exposes the midriff or shoulders
- Hats or caps
- Sportswear / leisurewear, including velour and cotton jersey
- Unnatural hair colourings or extreme hairstyles
- Visible tattoos and excessive piercings (one facial piercing only)
- No trainers, sports shoes (Converse, Vans etc), Uggs, Timberland or similar style boots, excessively high heels or flip flops

Coats are to be deposited in bags or lockers before the school day begins and should not be worn around school unless the student is leaving/ returning to the school site. Coats are not to be worn in lessons/assemblies.

Students may bring in an appropriate change of clothes - to be worn only in the relevant lesson - for certain subjects, e.g. PE, Drama, Art.

Due to ever-changing fashions, the list above is not exhaustive. We do ask that parents and carers support students in using their judgement for some specific garments.

We reserve the right to send a student home to change their outfit should we judge their clothing to be in breach of the dress code. Time spent this way will be made up by the student in a Senior Detention.

LPGS SIXTH FORM DRESS CODE: ARE YOU GOOD TO GO?

Nb. Our dress code is gender-neutral.

KEY PRINCIPLE: Would you wear it to a job interview?



WHY?

Sixth form students are **role-models** and leaders in our community. The **flexibility** offered (in dress code and mobile phone expectations) must be handled **maturely** and responsibly. Working environments and expectations are ever changing but nevertheless, we have set them at our school with the above parameters. Thank you for your **respect** and leadership.

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
- Textbooks
- 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 Calculator classwiz models 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.

Art Equipment

Key Stage 5

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

These art packs which are available to purchase at a discounted price of £75.50 You can place your order via your child's sQuid account.

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.

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. An example of which is 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 sQuid. **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.

Some support is available to help with payment for students on application to the Headteacher, a form to request financial assistance is available on the Key Information section of our website. Sixth Form students in receipt of the Bursary Fund may also request that trips are paid for from the Fund.

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 sQuid.

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. The programme of activities is published on our website and our VLE (Firefly) each term. 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.

Progression from Year 12 to Year 13

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 the 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.

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.

Progression from Year 12 to Year 13 is not automatic and is dependent upon the successful completion of Year 12. A number of factors will be considered, among them ;

- The target grades for that student (which are based on prior attainment at GCSE)
- Attainment in other subjects in Year 12
- The student's approach during the Year 12 course including but not limited to attendance, punctuality, commitment to learning and behaviour

Comparisons cannot therefore be drawn between students, even if they achieve the same grade in a particular subject. We reserve the right to renegotiate a students' programme of student if this option is available, or to deny progression into Year 13 where there is no appropriate pathway.

Policy for repeating Year 12

Students will only be allowed to repeat Year 12 if there has been a clear reason for under-achievement the first time around, such as illness impacting significantly on attendance. Cases will be judged on an individual merit basis and with the consent of the relevant Heads of Subject.

Non-attendance to public examinations

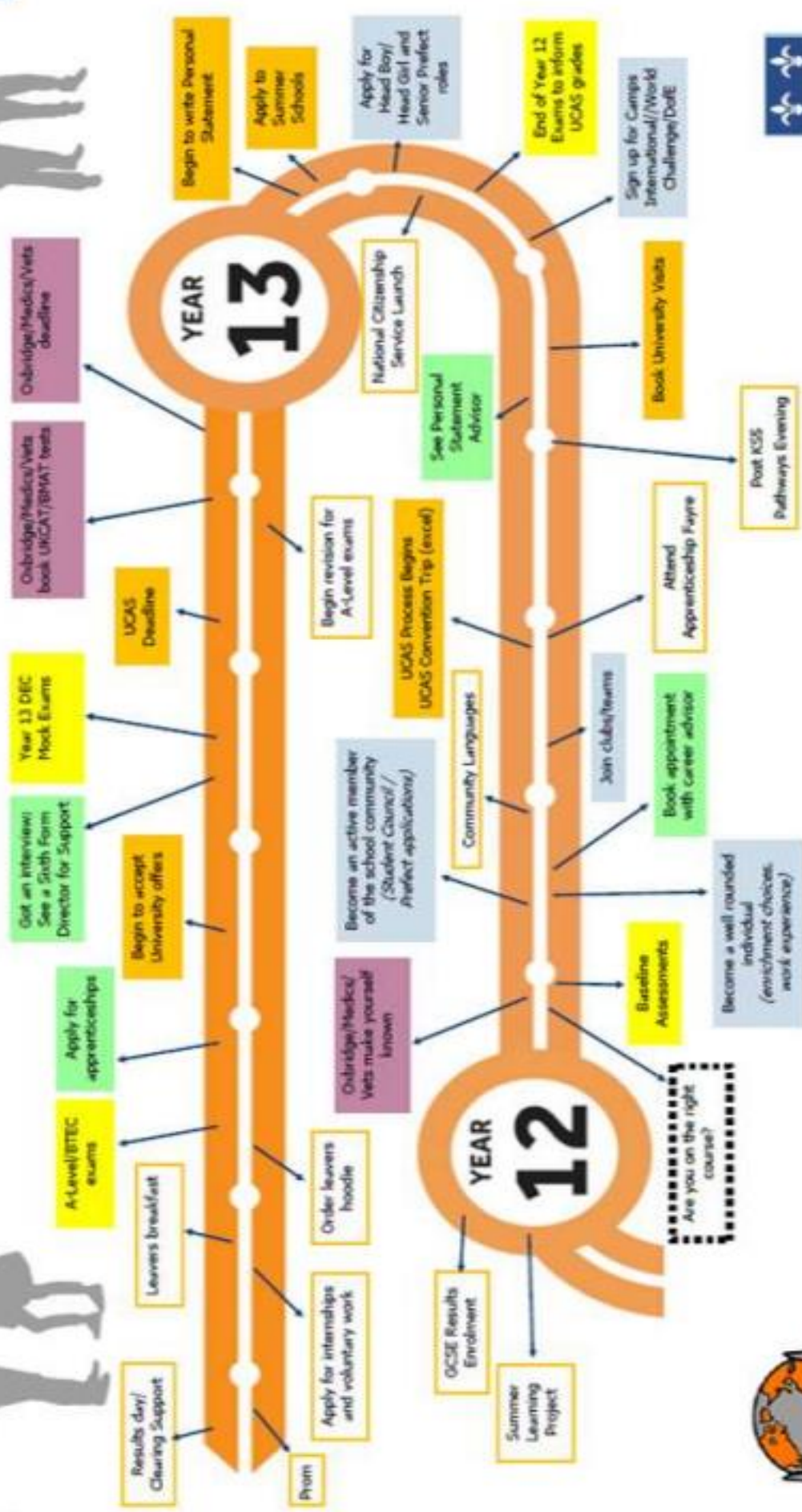
Students should take responsibility for ensuring that they are aware of when and where their exams take place and ensure that they have made arrangements to be on the school premises in sufficient time prior to the start of their exam(s). Transport should be planned in advance to accommodate any potential delays/disruptions.

For the purposes of this document, '*non-attendance*' is defined as either a student not attending a confirmed exam booking or **failure to give exams staff at least 48 hours' notice of cancellation**, unless they have agreed extenuating circumstances as detailed below. In most cases, the school still incurs costs from the awarding organisations is an exam is booked and is not sat.

If a student has not paid the initial full exam fee or the resit fee and does not attend the booked session, the school reserves the right to charge that student the full cost of the exam fee(s) for non-attendance.

Please note – It is not possible for students to re-sit individual modules. Students are required to sit the whole set of examinations again.

SIXTH FORM LEARNING JOURNEY



LPGS Sixth Form (Co-Educational) - Today's Learners, Tomorrow's Leaders

How To Help Your Child Succeed in School

The information below has been collated for parents/carers to help students succeed in school life, be independent, resilient and enjoy all moments that school has to offer.

- Do manage their use of technology: do your best to restrict access so they do not end up on the phone in every available moment. Do not allow charging in bedroom. We strongly advise against screens, i.e. tablets, computers, TVs in the bedroom. The extra sleep will help them in lessons!
- Help students to contextualise things that are reported to you at home. Help them to understand by acknowledging what they communicate to you without judgement or feeding the problem. Help them to understand which situations are serious and which they can shoulder: setting the right tone is important.
- Create a positive learning environment at home by allowing home study- in a common/quiet space, with managed access to technology/reduced distractions. Be positive about learning in all subjects.
- Show an interest. Talk to them about tests, assignments etc. and value all subjects so that they work hard in all of them, never fall for the 'never mind if you struggle/did badly in the test, we're no good at ...' comment. Children can have talents their families do not have. Also, encourage them to keep reading. Do not let their phone use take up all their spare time.
- Encourage students to be autonomous/organise themselves, ensuring they can:
 - pack their own school bags with appropriate items of stationery and books etc needed for the day, the night before.
 - get themselves up and prepare for school to arrive before 8.25am.
 - get to school on their own, not driven in (children need to develop self-reliance to become adults). This will also reduce traffic congestion on the lanes and improve road safety.
- Remember that a united HOME + SCHOOL TEAM = Young adults with the best possible outcomes (assertive, confident, kind young people ready for the next phase of their lives). Get them to regularly contribute to household chores (recycling, tidying bedroom, cleaning, setting table for dinner and clearing after): they will be doing all of these one day! Teach them to help themselves. Have in mind that your child needs to become increasingly responsible; so share out some of the household responsibility with them e.g. around areas like social time, chores, getting up on time etc. When children contribute to the home this will impact positively on their self-esteem; so share the load with them. It's a good thing!
- Be resilient parents/carers: Do not give in too easily and be assertive about all of the above. This will set high expectations for your child; a good start in September will set the pattern for rest of the year until the following summer. Try to let them cope with things they find challenging rather than stepping in too early and solving for them; ask them questions that will allow them to solve issues (How has this happened? How do you want this to end? What steps do you need to make that happen?) This will empower them for the years ahead.

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 the 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.

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.

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.

Teaching and Learning

At LPGS your child will experience engaging, challenging teaching and learning in lessons. We have high expectations and will support every learner to be the best they can be. Students will notice a range of strategies used by teachers to support them to learn more and remember more. Through engaging with educational research, we know that habit forming reduces cognitive load and demands on all learners and therefore we have 3 key routines within our classrooms as illustrated below:

ARRIVAL AND ENTRY

MEET AND GREET

Where the teacher is in the classroom, they should be at the door greeting students.

This involves simple conversations and greeting, checking uniform and ensuring a calm entrance

SEATING PLAN

Students sit in their allocated seat.

The plan should be annotated to reflect your knowledge of the class. Have this available for to use and present to visitors to your lessons.

EQUIPMENT AND RESOURCES

Students get what they need and sit down quickly

Bags are placed under the desk, or equivalent. Coats are removed.

RECOGNITION

Teacher recognises and praises positive behaviour and compliance.

Build and re-build relationships here.

DO NOW TASK - SOLO AND SILENT

The Do Now task is on the board and students complete this independently and in silence.

This task must be straight forward to understand.

REGISTER AND ROOM

Register is taken during the Do Now task and once complete, teacher rooms the room to ensure engagement and assess knowledge and performance of the students.

Live marking and private correction opportunity

READY TO LEARN

S.L.A.N.T

WHY DO WE NEED THIS...

When the learning environment is overloaded our thinking capacity shuts down. We need to direct students' attention so that their limited cognitive bandwidth is focused on the ONE thing we want them to be thinking about.

S - SIT UP

Ensure students are sat up and facing the front. No turning around or heads on tables.

L - LISTEN

Ensure students are actively listening to the speaker and not being distracted.

A - ANSWER CLEARLY

Ensure students answer questions clearly and loud enough for all to hear. If not, ask them to repeat it louder.

(apply reasonable adjustment for documented SEND need)

N - NOTHING IN HANDS

Ensure students are totally focussed on the speaker or demonstration. No scissors, writing, glueing etc

(apply reasonable adjustment for documented SEND need)

T - TRACK

Ensure students are tracking. This means looking where their attention needs to be focussed. This could be the speaker, the front, a page in their book, a demo

(apply reasonable adjustment for documented SEND need)

Students need to achieve all aspects of SLANT.

If they fall out of the expectations stop the activity and wait for 100% compliance before continuing.

Use the least invasive correction to ensure 100% compliance. Use the behaviour policy when students persistently fail to model the correct behaviours.

READY TO GO

SUMMARISE AND CELEBRATE

Summarise the learning achieved in the lesson.

Celebrate class and individual success and award P points.

TIDY AND PACK UP

Students are given roles in tidying the room.

Students pack away their belongings.

BEHIND CHAIRS IN SILENCE

Students stand behind their allocated seat in silence.

Final messages and praise are given.

DISMISSAL

Teacher stands at the door to control exit - **BASED ON COMPUTER CLOCK.**

Dismissal is done row by row.

Teacher checks uniform as student exit.

Arriving students are greeted at the door.

We encourage positive behaviour through the use of a rewards tariff which is balanced with a behaviour tariff. We do not tolerate low level disruption of learning and any student who is preventing your child from learning will be warned, moved and then removed from the class.

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

Homework

Homework 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 homework 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 homework. Home learning should always be relevant, fit for purpose and accessible to all students.

Curriculum Maps

The curriculum maps for each year group can be found on our website, [Curriculum Overview - Langley Park School For Girls \(lpgs.bromley.sch.uk\)](#)

We welcome you to Langley Park School for Girls.

The Sixth Form Team